

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100051**

Closing Date: NOV 19, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
12/4/2009			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		N/A	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Michigan Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
386000134		805336641	
d. Address:			
* Street1:		P.O. Box 3008	
Street2:			
* City:		Lansing	
County:			
State:		MI	
Province:			
* Country:		USA	
* Zip / Postal Code:		48909	
e. Organizational Unit:			
Department Name:		Division Name:	
Center for Educational Performance and Information			
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		Mr.	* First Name: Thomas
Middle Name:			

* Last Name: Howell

Suffix:

Title: Director, Center for Educational Performance and Information

Organizational Affiliation:

* Telephone Number: (517)241-4376

Fax Number:

* Email: HOWELLT@MICHIGAN.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

Statewide Longitudinal Data System Recovery Act Grant Program CFDA#84.384A

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

State of Michigan

*** 15. Descriptive Title of Applicant's Project:**

Building Bridges

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MI-008

* b. Program/Project: MI-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 6/1/2010

* b. End Date: 5/27/2013

18. Estimated Funding (\$):

a. Federal	\$ 16522064
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program	\$ 0
Income	
g. TOTAL	\$ 16522064

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 12/4/2009.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

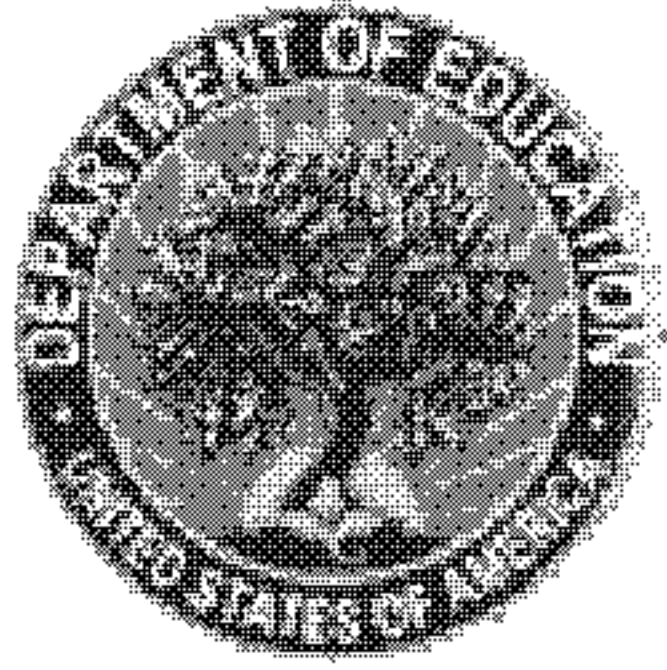
Authorized Representative:

Prefix:	* First Name:	Michael
Middle Name:		
* Last Name:	Flanagan	
Suffix:		
Title:	Superintendent of Public Instruction	
* Telephone Number:	(517)373-9235	Fax Number: (517)335-4565
* Email:	CHARTRANM@MICHIGAN.GOV	
* Signature of Authorized Representative:	* Date Signed:	

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Michigan Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 36,000	\$ 36,000	\$ 36,000	\$ 0	\$ 0	\$ 108,000
2. Fringe Benefits	\$ 14,400	\$ 14,400	\$ 14,400	\$ 0	\$ 0	\$ 43,200
3. Travel	\$ 716	\$ 716	\$ 716	\$ 0	\$ 0	\$ 2,148
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 600	\$ 600	\$ 600	\$ 0	\$ 0	\$ 1,800
6. Contractual	\$ 10,215,417	\$ 4,468,467	\$ 1,630,418	\$ 0	\$ 0	\$ 16,314,302
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 6,500	\$ 6,500	\$ 6,500	\$ 0	\$ 0	\$ 19,500
9. Total Direct Costs (lines 1-8)	\$ 10,273,633	\$ 4,526,683	\$ 1,688,634	\$ 0	\$ 0	\$ 16,488,950
10. Indirect Costs*	\$ 21,238	\$ 5,938	\$ 5,938	\$ 0	\$ 0	\$ 33,114
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 10,294,871	\$ 4,532,621	\$ 1,694,572	\$ 0	\$ 0	\$ 16,522,064

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

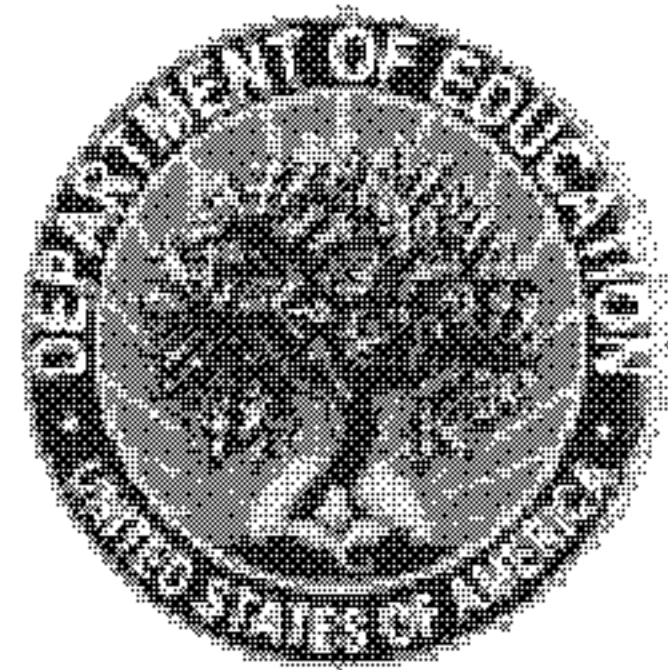
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2009 To: 9/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 10.2%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Michigan Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Michael Flanagan

Title: Superintendent of Public Instruction

Date Submitted: 12/02/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance		2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:		5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:		7. Federal Program Name/Description: Statewide Longitudinal Data Systems Reco CFDA Number, if applicable: 84.384A	
8. Federal Action Number, if known:		9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -		b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Name: Michael Flanagan Title: Superintendent of Public Instruction Applicant: Michigan Department of Education Date: 12/02/2009	
Federal Use Only:			Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Michigan Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Michael Middle Name:
Last Name: Flanagan Suffix:
Title: Superintendent of Public Instruction

Signature: Date:
12/02/2009

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Thomas Howell

Address:

* Street1: P.O. Box 30008
Street2:
* City: Lansing
County:
* State: MI* Zip / Postal Code: 48909 * Country: USA

* Phone Number (give area Fax Number (give area
code) code)
(517)241-4376

Email Address:

HOWELLT@MICHIGAN.GOV

2. Applicant Experience

Novice Applicant ☐ Yes ☐ No ☒ Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: Pages: **1** Uploaded File: **S:\Grants Office\Work Area\Grant Programs\Federal Grants\Statewide Longitudinal Data Systems ARRA (84.384A)\09-10\Application\4172 MI SLDS Abstract 12-02-09_ED.pdf**

Building Bridges—Michigan’s 2010 Statewide Longitudinal Data System Grant Proposal

Michigan is asking for resources to accelerate the building of its longitudinal data system to comply with the provisions of the State Fiscal Stabilization Fund and to improve the access and utility of education data in Michigan. We have identified four core areas to address:

Information Access. As our already extensive state (and district) education data archives accumulate and interconnect, Michigan needs to make the information more accessible through a data portal and enhance users’ capacity to use it well, while maintaining confidentiality and security. *Grant outcomes include* creation of an education data portal, including requirements gathering for new reports to be contained in the portal; rebranding Data for Student Success website and repurposing infrastructure for portal, implementing robust, role-based security model; designing and providing data access for teachers, researchers, and the public; modifying the existing roster system to collect reasons for students not tested and designing and implementing reporting templates on them; and determining ETL process to move the data to the SLDS.

Instructional Connections. Michigan has begun to fund eight regional data consortia that will collect, analyze, and report local assessment and other data. By coordinating with and connecting to the state’s data system, these consortia will provide strong support for continual instructional improvements statewide. Connecting student performance data to teachers will allow districts to include student growth in their educator evaluation systems. *Grant outcomes include* creating the student-teacher link, including gathering necessary teacher-/student-/course-level data; modifying the existing MSDS system to collect teacher and course data at the student level; creating data structures in SLDS for enhanced reporting requirements; extracting data from MSDS to load into the SLDS; designing and implementing analysis and reporting templates for teacher-to-student connection reports; providing secure access and professional development for teachers; modifying the system to assign unique teacher identifier earlier to track credentialing institution; and building storage and reporting capacity.

Data Systems Linkages. Michigan has begun efforts to interconnect PK–12, postsecondary, and workforce data systems, but much technical work remains before the additional data sources can be used effectively to identify leaks in the educational pipeline. *Grant outcomes include* expanding data linkages, including implementing the process for colleges to send and states to pull transcripts to/from vendor and into the SLDS; assigning unique identifiers to postsecondary students new to the system and resolving duplicates; pulling workforce data into SLDS; and gathering report requirements for SFSF, postsecondary, and workforce data.

Stronger Analytics. Michigan also is highly concerned about establishing mechanisms to bring stronger analytics to bear on its data. We propose a research collaborative to make data available to researchers to evaluate the effectiveness of instruction and other education. At the same time, Michigan is using other federal funds to bolster the growth of regional data archives. Both efforts will engage citizens, researchers, and stakeholders in conversations about education reform. *Grant outcomes include* supporting stronger analytics by identifying a neutral party to design and implement a research collaborative; convening and supporting a research collaborative in identifying reporting and analysis needs; and providing man-hours to review and process research requests, as coordinated through the research collaborative.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: Pages: **28** Uploaded File: **S:\Grants Office\Work Area\Grant Programs\Federal Grants\Statewide Longitudinal Data Systems ARRA (84.384A)\09-10\Application\Michigan 2010 SLDS Grant Narrative - Building Bridges .pdf**

Building Bridges

We must stop thinking in terms of silver bullets and small-scale programs and use our time, talents, and available resources to implement systemic change. We must set our goals high and challenge every student to surpass them. We have to get out of this old way of thinking and create a 'New Normal.'

—Michael Flanagan

Michigan Superintendent of Public Instruction

Introduction

Michigan has been building a longitudinal data system to support Governor Granholm's agenda to double the number of Michigan residents who obtain postsecondary credentials and degrees. Significant resources have been invested in the collection of student, staff, facility, and financial data that describe K–12 education systems and participants. We have aligned data definitions; built and use student, staff, and course identifiers; and continue to ensure that vertical and horizontal cross-systems linkages are being enabled statewide. We invest in processes and procedures that ensure the quality, reliability, and integrity of the data we maintain. Michigan possesses a rich and deep data archive.

Michigan is asking for additional resources to accelerate the building of its longitudinal data system in a manner that will allow timely compliance with the provisions of the State Fiscal Stabilization Fund. Specifically, we have identified four core areas in need of additional resources:

1. Information Access. As Michigan's already extensive state (and district) education data archives accumulate and interconnect, Michigan needs to make the information more accessible and enhance users' capacity to use it well, while maintaining confidentiality and security. This effort commits the state to completing numerous technically complex tasks leading to the creation of an education portal. Michigan continues to build the necessary wide-ranging, long-term collaborative relationships and governance structures to support a portal infrastructure and data transparency efforts.

2. Instructional Connections. Teachers and students come together in classes that focus on subject matter. Students' opportunities are indexed by the courses they take and the teachers with whom they work. Student performance is measured on annual state tests as well as by more frequent district, school, and classroom assessments. Many of these local experiences and performances are not captured within Michigan's current data systems. Michigan has just begun to fund eight regional data consortia that will collect, analyze, and report local assessment and other data. By coordinating with and connecting to the state's data system, these consortia will provide strong support for continual instructional improvements statewide. In addition, connecting student performance data to teachers will allow school districts to include student growth as a significant factor in their teacher and principal evaluation systems.

3. Data Systems Linkages. Students begin learning before kindergarten; they continue with education long past 12th grade. Their experiences outside school influence how they take

advantage of the opportunities they receive in school. Data systems in other sectors of the Michigan economy as well as in higher and lower levels of schooling contain information relevant to interpreting the opportunities that students receive and the choices they make, and may identify potential routes to better ones. Michigan has begun efforts to interconnect PK–12, postsecondary, and workforce data systems, but much technical work remains before the additional data sources can be used effectively to identify leaks in the educational pipeline and speed up progress toward doubling the number of Michigan residents who obtain postsecondary credentials and degrees. Michigan’s economic future depends upon a highly trained workforce.

4. Stronger Analytics. Michigan also is highly concerned about establishing mechanisms to bring stronger analytics to bear on its data. We propose to make data available to university researchers and other experts to evaluate the effectiveness of instruction and other education policies on students statewide and on student subgroups. At the same time, Michigan is using other federal funds to bolster the growth of regional data archives. Both efforts will engage citizens, researchers, and stakeholders in conversations about education reform. As richer data permeate more policy conversations at more levels, policy development will be catalyzed and the discovery of innovation optimized.

We begin with a review of the current status and capacity of Michigan’s Statewide Longitudinal Data Systems (SLDS) and other data systems. To frame this, we use the Seven Capabilities and the 12 Data Elements outlined in the request for applications.¹ We include brief descriptions of key ongoing projects and provide a capsule summary of Michigan’s status on each capability and element. We summarize this presentation in a table (see Table 1, Appendix C).

Following the Capacity Review, we describe Michigan’s blueprint for building its longitudinal data system. We detail what we propose to build and outline our approach, both technical and substantive, in relation to the four core purposes for which funding is being requested.

Capacity Review

Seven Capabilities

(C1). The system must enable states to examine student progress and outcomes over time, including students’ preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. The system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).

Michigan now collects individual student data in a state data system. A state-issued identification code, the UIC, uniquely identifies each PK–12 student, permitting longitudinal data linkage at the student level, and is beginning to support data exchange and linkage between source systems and stand-alone systems operating within the SEA and throughout the state at LEAs and intermediate school districts (ISDs). Using the UIC throughout state education systems allows

¹ The Seven Capabilities are numbered C1 to C7, and the 12 Data Elements D1 to D12. This follows the order used in the request for applications.

the state to connect data from assessments,² special education, Michigan Department of Human Services (to determine eligibility for the free or reduced-price lunch program), and career and technical education systems. Work continues with other partners to link records for adult education, workforce training, and postsecondary student systems, among others.

Michigan's SLDS '06 and SLDS '09 grants used a prototyping approach to test and develop innovative ways to connect data between PK–12 and higher education systems. The data elements to be used for research and stored in the SLDS will be determined by a multilateral data governance team, known as the P–20 Council (discussed in detail later), being created by SLDS '09. The policy questions to be addressed, also to be determined in part by the P–20 Council, will be key to the ultimate design and functionalities supported by the SLDS '09 and SLDS '10 work. The various prototypes must be evaluated from various perspectives and best practice identified.

Michigan has a sound basis (the UIC and its wide adoption) to identify and analyze student progress from preschool to beyond 12th grade. Commitments to enhanced data sharing are in place with numerous postsecondary partners through an e-transcript initiative. Considerable technical work remains to ensure complete data and comparable life history data, easy but controlled access, and sound analytics.

(C2). The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. The system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.

As emphasized in the C1 discussion, Michigan needs to move from prototypes to permanent data exchange mechanisms to and among PK–20 and postsecondary institutions, workforce data, and other sources. Much of this is technical work. Data structures, protocols, and automated data extraction, transformation, and loading procedures must be designed, built, and documented. To support interoperability within the state, among agencies, and to other states, Michigan will use SLDS '10 funds to create compatibility with SIF and Postsecondary Education Standards Council (PESC) standards and the NCES data model.

(C3). The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with particular teachers primarily responsible for providing instruction in various subjects. (Cf. D8)

Michigan currently has systems in place that uniquely identify teachers and students. The Registry of Educational Personnel (REP) collects data about teacher, administrator, and other personnel school assignments and duties, and it assigns a unique identifier for each individual. It also stores historical data on each staff member including credentials (additional detail in C4).

² State assessment results captured include the Michigan Education Assessment Program (MEAP), Michigan Merit Exam (MME) including the ACT, MI-Access (Michigan's alternate assessment based on alternate achievement standards), MEAP-ACCESS (Michigan's alternate assessment based on modified achievement standards), and the English Language Proficiency Assessment (ELPA).

The Michigan Student Data System uniquely identifies each student enrolled in a Michigan preschool, elementary, or secondary school and collects and stores basic personal and demographic data for the student (additional detail in D1).

Linking student data to teacher data is not currently performed at the state level in Michigan. The linkages will be constructed and implemented as part of this proposal, SLDS '10. Unique permanent teacher, student, and course identifiers will become part of the permanent individual-level student performance records maintained in the enhanced Michigan longitudinal data system (SLDS). Teachers will be linked to courses taught and students served. After the connections are in place at the conclusion of the SLDS '10 work, Michigan will have the capacity to begin calculating student-growth factors for schools, classrooms, teachers, and individual students longitudinally. By linking in data on teacher assignments, credentials, and recommending institution, Michigan can begin to analyze and better understand teacher, principal, and school impacts on student performance gains.

(C4). The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.

Michigan is investing in a new teacher certification system to replace a legacy system. A focus of the new system is the review and analysis of information on teacher preparation and preparing institutions. This work is in progress, mostly funded by state teacher certification fees and state general funds. SLSD '10 funds will assist in accelerating the process of tying teachers to their recommending institutions and incorporating data in the SLDS.

Once fully implemented, the system will track a credentialed professional's major and minor, track ongoing training associated with the license, and identify the institution that prepared and recommended the teacher for state certification. A unique permanent personnel identification code (PIC) will be assigned to each potential teacher or administrator at the point of recommendation by the training institution, not at the time of employment. This point of assignment system permanently links person, institution, and credential.

(C5). The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.

Michigan's collaborative project to provide data access to teachers, Data for Student Success (D4SS), now in its fourth year, funded mostly by ESEA Title II-Part D, has been rolled out statewide. This collaboration among the SEA, ISDs, and LEAs allows local school personnel to drill through state assessment results to the district and grade levels, by subgroup, and ultimately to individual student histories. D4SS includes demographic, program participation, and assessment data. The D4SS toolkit supports stored queries that districts use to populate the needs-assessment portion of the state's school improvement planner. It provides data sets for public reporting of school-level academic progress and serves as a data source for regional data warehouses. The ISDs designed, implemented, and support a professional development

curriculum. Through structured hands-on training, school personnel come to understand the power of the information to inform them of areas of need for improving academic achievement of their students, and instructional practices of teachers. D4SS is the prototype for Michigan's education data portal that will provide information to parents, teachers and principals.

In October 2009, Michigan awarded \$11.6 million in ESEA Title II-D competitive grants to eight regional data-warehousing initiatives, housed at the ISDs. All of the state's public schools will connect to these centers. The intent is to drive Michigan's SLDS data down to the classroom level through the D4SS, linking state data with local formative and summative data in the regional data warehouses, cross-sectionally and longitudinally, to provide rapid-time student data to improve and individualize instruction.

Interconnecting these and other local, regional, and state data stores will require significant new collaborative efforts and technical expertise. The Michigan Department of Education and the Center for Educational Performance and Information (CEPI) have gained statewide partners in the data conversation over time and will be able, with SLDS '10 support, to build and deliver tools that bring student demographic and assessment data into the teachers' hands, in formats that allow teachers to improve instruction.

(C6). The system must ensure the quality and integrity of data contained in the system.
(Cf. D5)

Michigan has invested significantly in improving overall data quality and integrity, both for its own collections as well as data arriving from systems. CEPI itself employs numerous edit checks and error trapping routines, online and offline, and provides school districts with pre-audit reports to check data values. One example is an application that allows LEAs to request historical corrections to graduating cohort status data; auditors approve or deny the corrections on the basis of evidence presented by the LEA. Another example is a series of SAS procedures that perform 185 individual quality checks on a single submission of teacher data. Michigan selected a scalable infrastructure for its SAS implementation so its use as a data quality and analysis tool can expand greatly as the SLDS is put in place and internal requirements are satisfied. Michigan desires to extend such uniform quality assurance procedures to its automated extraction, transformation, and loading (ETL) and reporting processes as data are transferred to and from the SLDS, using SLDS '10 funding.

Validity and value are functions of data and of their use: Quality data that do not help to enable sound decision making are of little use. While the Michigan Department of Education (MDE) and CEPI both stress that data quality can always be improved, the Data Quality Campaign cites Michigan's PK-12 data audit capacity as meeting five criteria for quality, validity, and reliability. As data from disparate sources across Michigan are shared and interconnect, quality varies significantly among emerging partners. Some systems do not follow standard definitions or business rules, lack reliable error checking, and may not have systemic processes in place to ensure data quality. Michigan requires resources to investigate the breadth and depth of problems in this regard and to structure appropriate responses to ensure quality data and consistent procedures throughout the whole SLDS partnership.

(C7). The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the SFSF and the reporting requirements included in the *EDFacts* data collection and reporting system.

Michigan's process for developing Education Data Exchange Network (EDEN) files and other federal compliance reporting has been redesigned. A data quality and validation process now occurs before finalizing and submitting the data files or reports. All personnel responsible for the files receive reports of edit check failures and data anomalies to review. Following the review and acceptance of data quality reports, files are submitted in advance of federal or state first-use dates.

Work performed under SLDS '09 is expanding Michigan's reporting capacity by systematically enhancing our ability to report *EDFacts* requirements. Nevertheless, a few metrics will continue to require manual intervention. The technical enhancements we propose under SLDS '10 will further close the loop on *EDFacts* and EDEN requirements.

SLDS '10 is also needed to permit Michigan to expedite the application of appropriate technologies to reporting progress on State Fiscal Stabilization Fund (SFSF) metrics. Michigan today can report on the required characteristics bulleted under the four assurances as described in Secretary Duncan's letter of April 1, 2009. However, Michigan strongly desires to be able to meet the spirit of these assurances: that the data be "easily accessible to the public" and at a granularity that informs a variety of purposes. Michigan's plan to make that a reality under an SLDS '10 grant is discussed in detail in the next section.

12 Data System Elements

With respect to preschool through Grade 12 and postsecondary . . .

(D1). A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)

Michigan was one of the first states (in 2002) to construct a statewide single-student-record database for K–12. As discussed in C1, the UIC is now a key element in Michigan's student and school data systems and extends vertically and horizontally. Michigan knows its students, where they were and are, and can follow them individually and collectively through time.

Michigan is also a pioneer in ensuring data security and record confidentiality. The UIC is created through an algorithm that does not follow a fixed procedure; hence, the UIC cannot be deciphered or reverse engineered. Role-based security controls access to individually identifiable data. LEA and school staff directories implement these rules so that individual student data are delivered only to those authorized to view them. Web-based and other reports automatically mask small-group data to prevent inadvertent identification of a student. Single-record data extracts for research purposes are processed by an algorithm that substitutes a unique research ID without publishing the operational UIC. Through SLDS '09 funds, Michigan is

prototyping the systematically enhanced movement of the UIC into and back out of post-secondary systems. Expanding this systematic movement of data will be covered by SLDS '10.

(D2). Student-level enrollment, demographic, and program participation information

Michigan currently collects student-level enrollment, demographic, and program participation information for PK–12 students through the MSDS. The Docufide e-transcript service will soon provide detailed program and course participation information at Grades 9–12. These and other services are being extended to the postsecondary level (see C1 and C2).

Funding from SLDS '06 completed the PK–12 student enrollment and participation work. SLDS '09 supports technical enhancements to these systems and began the requirements analysis to develop prototypes that link in data sets from higher education. SLDS '10 will expand upon the higher education linkages and data sharing with workforce and other systems.

(D3). Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs

Michigan is currently able to calculate annual and four-year cohort high school graduation rates, and has been doing so for several years. Tabulations of data by grade and year to determine exit points and transfer rates are commonly done and inform internal policy decisions. Michigan will develop more detailed methods for measuring mobility in the student population through the SLDS '09 grant thus increasing Michigan's knowledge about where exiting students go and why.

The SLDS '06 grant allowed Michigan to build a system that captures attendance, disciplinary actions, student movement between K–12 schools within the state, exit dates, departure to another state, and similar data. These are uploaded from LEA files three times per year. Under the SLDS '09 grant, the collection of data on enrollment in, courses taken at, and completion of postsecondary education will be prototyped. SLDS '10 will expand upon the prototype work completed to ensure that postsecondary data connections and definitions of issues and measures are brought into the SLDS in a standardized format. When the P–20 Council becomes operational, it will determine what data will be provided by and to postsecondary institutions to address requirements to report on enrollment, remedial coursework, and completion of at least one year's worth of degree-applicable college credit within two years.

(D4). The capacity to communicate with higher education data systems

In 2009, Michigan piloted a data exchange with several community colleges in the state to explore data-sharing processes, draft data-sharing agreements, and test data-exchange services with postsecondary partners. The pilot made clear that matching data records to place UICs on the college records was possible. This proof-of-concept demonstration identified several issues to further explore, including working with postsecondary institutions on data interoperability and building the capacity to “pull” necessary data elements, as well as extract, translate, and load the results into the SLDS.

Since the pilot, Michigan has contracted with Docufide, Inc. to provide electronic transcript services for all Grades 9–12 and postsecondary students, public and private. The e-transcript exchange process is now Michigan’s mechanism for moving the UIC into the postsecondary sector. Rollout of the product’s receiving and sending services to all postsecondary institutions and to high schools began in August 2009. Docufide’s Transcript Repository Service provides longitudinal storage and viewing of individual student transcripts. All public secondary and postsecondary schools in Michigan have been requested to begin using the Docufide system by fall 2010. Additional funds will be needed from SLDS ’10 to support work to extend the UIC services for any situations in which adult learners without UICs enter higher education.

(D5). A State audit system assessing data quality, validity and reliability (Cf. C6)

See discussion in C6 above.

With respect to preschool through Grade 12 . . .

(D6). Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965

The Michigan Educational Assessment Program (MEAP) tests assess students in Grades 3–8 in math, English language arts, and science; it tests students in Grades 3–9 in social studies. At the high school level, the Michigan Merit Examinations (MME) are used. Students with special needs are assessed using MI-ACCESS, MEAP-ACCESS, or ELPA. This testing program has been fully approved by the U.S. Department of Education for the accountability purposes of section 1111(b) of ESEA. Results appear on the school report cards.

Under SLDS ’09, assessment data at the individual and aggregate levels are being integrated into the SLDS data stores and linked to student demographic, enrollment, and program participation data. Procedures are in place that report assessment (and other) data as part of the ESEA-required school and district report cards. However, Michigan needs better visualizations, stronger analytics, and richer contextualization. Leveraging SLDS ’10 funding, Michigan proposes to expand its D4SS prototype into an education data portal that will provide more meaningful and secure access to assessment data by teachers and administrators, and to share that data with the regional initiatives. (See C5 above for more detail.)

(D7). Information on students not tested, by grade and subject

Michigan currently collects information on all public K–12 students in Michigan, so by default it can tabulate data by school, grade, and subject for students who do not test. However, up to this point, information about why students did not test has not been collected or analyzed. The state’s Office of Assessment and Accountability is enhancing its existing Web-based system to collect the reasons some students are not tested. The capacity to extract, transform, and load this information into the SLDS data store will be built through this grant effort.

(D8). A teacher identifier system with the ability to match teachers to students (Cf. C3)

See discussion in C3 above.

(D9). Student-level transcript information, including information on courses completed and grades earned

As mentioned in D4, Michigan contracts with Docufide, Inc. to provide electronic transcripts for all Grades 9–12 and postsecondary students. A transcript repository service is part of the contract and provides longitudinal storage, permits viewing of individual student transcripts, and supports statewide reports and analyses. Prototype report definition and specification are ongoing as part of the SLDS '09 grant.

Michigan will use SLDS '10 funding to support a process to identify, build, and disseminate a solution for collecting course completion data on students in grades not served by the Docufide e-transcript system. Michigan's solution will include identification of the teacher who taught each course a student took. With consistent course identification, analysis of student course selection and completions, credits, and grades can be conducted statewide.

(D10). Student-level college readiness test scores

The Michigan Merit Examinations include the ACT and ACT's WorkKeys. These are taken by all 11th graders, and all students' scores become part of the SLDS data store. This ensures that Michigan has knowledge about each student's readiness for life after high school. Under SLDS '10, Michigan plans to build a variety of reports and analyses to help high school staff, and the general public, understand more about what needs to be done to improve the life chances of the state's students. This will include adding to the SLDS the ACT scores of students who take the assessment outside of the Michigan Merit Examination.

With respect to postsecondary education . . .

(D11). Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework

Through a recent prototype project conducted with community colleges to track the transition of students from secondary to postsecondary education, Michigan has found that the quality of data collected at the point of admission is less than ideal. There appeared to be little validation or verification of individual data elements. There are no statewide standards for collecting information from potential enrollees. Specifying appropriate levels of security and the data to be shared became a months-long undertaking at some institutions. Michigan has no statewide postsecondary oversight body; therefore, the task of crafting data-sharing agreements with each of the state's 121 colleges, universities, and other institutions of postsecondary education is daunting.

Given these findings, Michigan will use SLDS '10 funds to support an intensive effort to standardize data definitions and collection efforts at each postsecondary institution in Michigan in order to ensure that data are collected in a manner that makes the match between postsecondary and PK–12 data successful, affordable, and efficient. The SLDS '10 funding will also be used to build internal data structures and ETL processes to populate those structures before postsecondary data can be absorbed. Both the colleges and the PK–12 systems will need to define new report templates and associated business rules to report information to stakeholders.

As noted in D3 above, when the P–20 Council becomes operational, it will determine what data will be provided by and to postsecondary institutions to address requirements to report on enrollment of high school students, remedial coursework, and completion of at least one year's worth of degree-applicable college credit within two years.

(D12). Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

Michigan's Department of Treasury and university financial officers want to use the SLDS to explore the impacts that financial aid packages have had on student access and success in higher education. These issues cut across the data stores of numerous agencies and are therefore difficult to address. Yet the importance of the questions and the research is clear.

Michigan's Department of Energy, Labor, and Economic Growth has already begun to implement several key strategies aimed at accelerating the transition of thousands of workers into good-paying jobs through relevant postsecondary training or education. Central to these efforts is a commitment to coordinate services among Michigan's adult education, postsecondary education, and workforce development systems. The realization of this commitment is hampered by the lack of aligned data systems that store and exchange information about the achievement of individual students and their progress through life after school. The incorporation of adult education, training, and workforce data into Michigan's SLDS will better position state and local leaders to meet the needs of our communities and their residents.

It will take substantial funding to support alignment and processes for moving, transforming, and storing these diverse data in SLDS. SLDS '10 funds will be used to move various Michigan governmental agencies and units in this direction. These include—in addition to those already mentioned—the One-Stop Michigan Information System (workforce development), Michigan Adult Education Reporting System, Unemployment Insurance Database, Postsecondary Career Tech (Perkins IV), and others. A benefit from this alignment work will be a reduction in duplicative information collections, reliance on outmoded systems, problems caused by inflexible protocols, and siloed information assets. Significant improvement should come about in the ability of Michigan policymakers to access critical information at critical moments to support sound decisions about policy options.

Project Outcomes

Michigan Statewide Longitudinal Data System

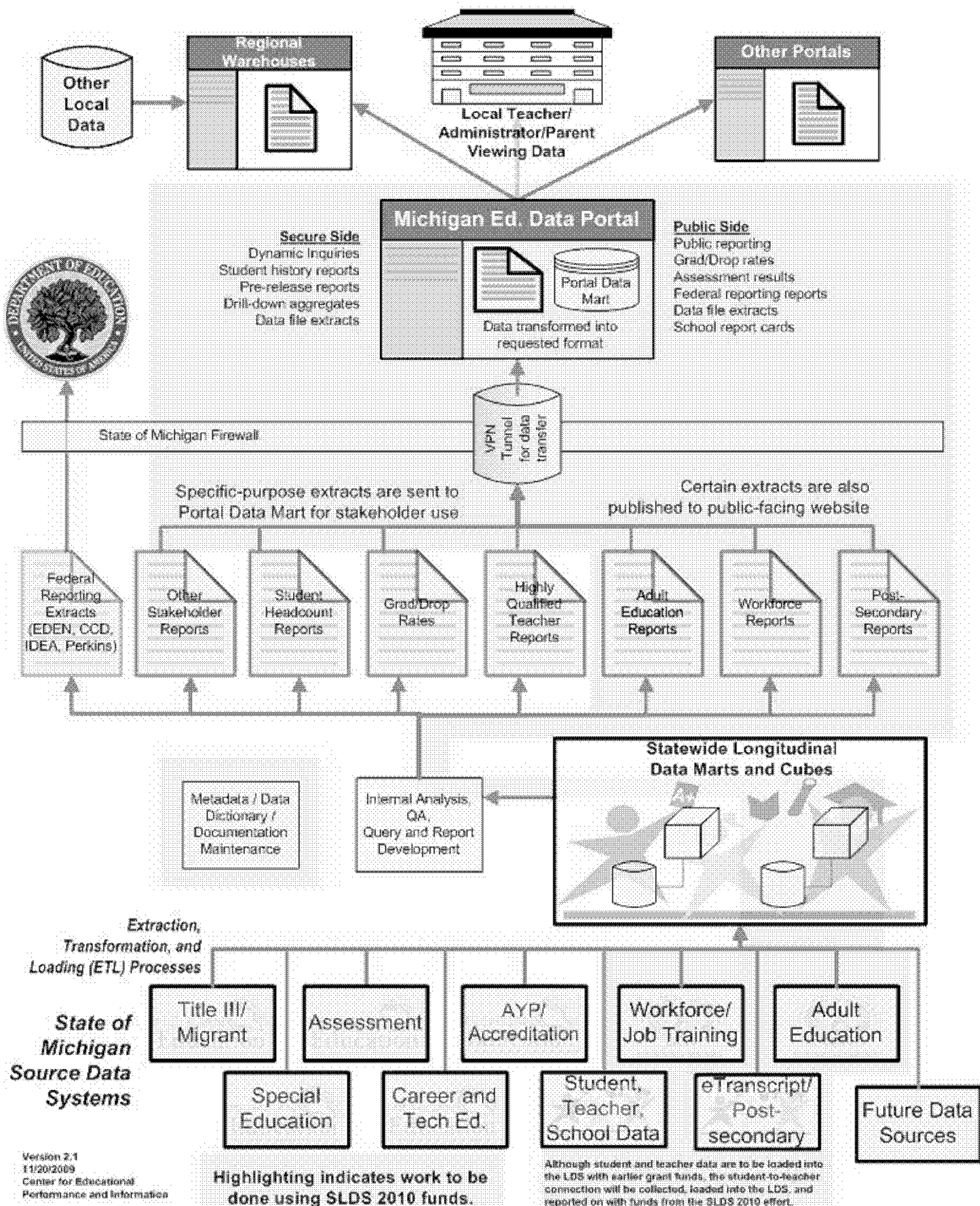


Figure 1. Michigan's Statewide Longitudinal Data System Blueprint Highlighting Work Specific to SLDS 2010 Grant Proposal

MSLDS Blueprint Description

As shown in Figure 1, the work completed and underway under SLDS '06 and SLDS '09 nests within a larger vision, one that gathers and links high-quality data elements into one comprehensive decision-making system. As envisioned, efficiency is derived from the use of automated ETL processes that pull specified data into data marts and cubes. Extracts are created from the data marts and cubes using preformatted queries. Those extracts are then pushed through the state firewall into the Michigan education data portal. Using dynamic inquiries, authorized teachers and school administrators can drill down into secured extracts of state student demographic, program participation, and assessment data to evaluate and improve instruction. State data can be enriched by linking with local formative and summative data available in regional data warehouses. Linked state and local data also can be made available to researchers. The public can be informed through the education portal as well through preformatted reports on graduation and dropout rates, school report cards, and other reports.

At the base of our emerging SLDS are data sets that include student demographics, program participation, state assessments, state-level accountability program data, electronic transcripts for students in Grades 9–12 and postsecondary students, K–12 staff data, school finance data, and more. As Michigan moves forward, additional data stores including adult learners, job training, workforce data, and more will come to populate this layer.

The interconnection of these data stores will in part be accomplished by merging data sets; in part by increasing interoperability and data standards compliance within, among, and across systems; and in part by constructing automated operations that extract and combine data on demand. These procedures and relations themselves will be enabled by comprehensive documentation and metadata stores. These will work efficiently because quality checks and other data control measures will be in place and automated to a high degree. These procedures will operate alongside and reciprocally with both permanent and temporary longitudinal data marts and cubes. Data marts and cubes will be clearly “versioned,” that is, their current state identified with respect to quality control and validity check procedures.

Under SLDS '09, we have begun gathering requirements to design a base set of data marts, online analytical processing cubes, and the queries necessary for efficiently generating comprehensive sets of data results. These data structures undergird the creation of the education data portal that will be accessed by educational practitioners, policymakers, researchers, and the general public. The marts and cubes will address a number of important topic areas about student participation in academic programs, state assessment results, student success and student transitions (including four-year cohort graduation and dropout rates and postsecondary transitions), teacher qualifications and classroom readiness, resource allocation, and taxpayer investments in Michigan's schools. Federal compliance reporting (IDEA, ESEA, CCD, EDEN, Perkins, etc.) will naturally flow out of SLDS-specified data marts and cubes, using standardized queries.

To support all this, the state will focus efforts on creating rich documentation—supported by sound, tracked, constantly updated metadata—to ensure that data consumers can understand and

use the data. The alignment of clear and comparable definitions, data layouts, and field structures will be critical to ensuring that the SLDS can be used efficiently and effectively. The education data portal will offer a variety of online tools to manipulate data and present information. A metadata tracking system and rich supporting documentation will ensure high levels of understanding by users. To ensure compatibility, Michigan will participate in and adhere closely to practices and standards recommended in national conversations about data and data use as they take place at the Data Quality Campaign (DQC), the National Center for Education Statistics, the National Forum on Education Statistics, the Schools Interoperability Framework Association (SIFA), the Postsecondary Education Standards Council (PESC), and other organizations, including working groups of the Council of Chief State School Officers and the National Governors Association.

The importance of sustainability of the SLDS beyond the grant funding is self-evident. Ongoing maintenance of systems has been planned for as a combination of (1) hiring additional permanent resources to the state from the outset of the project and (2) including in the vendor contract the need for short-term support following the implementation. For each phase and each deliverable, inclusion of a project handover to internal state resources and detailed documentation will be stated requirements for vendors bidding on the work. We will be requesting further funding from the state legislature for sustaining the system as the need arises based upon demonstrated success of the SLDS '09 and '10 grant-funded projects.

We now turn to a discussion of Michigan's plans for what it will do with SLDS '10 funding and how it will proceed to accomplish each of the four SLDS purposes outlined in the Introduction.

Project Components

1. Information Access

Most end users are not able to query and analyze information on a number of variables, subgroups, and relationships directly from the stand-alone data sets currently available in Michigan. Our SLDS, therefore, will provide data to a Web portal that supports parameterized reporting against the core data sets, which will enable parents, teachers, and the interested public to ask questions, seek additional clarification, and drill down to more specific interests. The value of this interactive approach will become evident when outside parties begin making connections among student performance, program participation, educational opportunity, funding availability, teacher qualifications and assignments, and the overall learning outcomes for students in the state. Michigan's Data for Student Success (D4SS) collaborative project between the SEA, ISDs, and LEAs is the prototype for building Michigan's Web education data portal that will provide information to school leaders, teachers, researchers, and the public. Currently, the D4SS allows authorized local school personnel to use dynamic inquiries against core-secured data sets of state student demographic, program participation, and assessment results at the district and grade level, by subgroup, and ultimately to the individual student to inform instructional practice. Michigan's SLDS will supply additional data sets to the portal and expand dynamic inquiry capabilities to allow users to examine student progress and outcomes through preschool, postsecondary, and into the workforce.

Michigan's portal will include public aggregate reporting and analyses, and continue appropriate and secure drill-down to individual student-level information. As a framework for publishing new reports, the menu and content system will be flexible and allow for the rapid addition and maintenance of reports and functionalities. The portal will become a one-stop shop for the dissemination of Michigan education data.

Among the new information to be added to the secured portion of the education portal will be data sets that link teachers to student information, allowing local districts to assess individual teacher impact on student performance and consider student growth factors in teacher and principal evaluation systems.

Data on students not tested on annual accountability tests will be added. Michigan currently has an assessment roster system in which students who are eligible to be tested are identified and verified by staff at the local school districts. A modification will be made to this system to identify students who are not tested and to request from the district a reason the student did not test. A data structure and process to extract these data and store them in the SLDS, matching this information to enrollment and program participation data, will be created as will reports at the individual and aggregate level. This will allow policymakers to determine if there are specific trends around certain districts or subgroups of students who do not take the assessments.

The P-20 Council described below will assist in determining what data are needed in the SLDS—and ultimately reported to the public through the education portal—regarding postsecondary enrollment of Michigan high school graduates, academic remediation needs, student achievement of at least one-year's worth of degree-applicable college credit, and the effectiveness of teacher and principal preparation programs.

As mentioned previously, Michigan's vision includes the efficient and effective transfer of assessment, student demographic, program participation, and other state-collected data through the SLDS portal and out to the regional data warehouses. These regional sites will contain both state summative and local formative assessment information, making for a much more timely and effective model for improving teaching and learning in the classroom. To ensure timely packaging and export of the data sets in usable fashion, the state will work with regional data partners so that both common and custom queries allow for the exchange of data elements to support local decision making right down to the classroom.

The system will be protected by robust, role-based security funded under SLDS '10. As we open the SLDS data stores to greater access through this public portal, full reviews of technical security will need to be completed, new roles will be created, and more refined role-based access control will be developed to ensure that only allowable access is granted. At the same time, state efforts will focus on data transparency. We will build reports and interactive features that deliver results intuitively.

The SLDS portal will allow access to data by the public at large. School report cards and other high-stakes reports such as school assessment results and graduation and dropout rates will be available to the public through the portal. External researchers will be able to access research-

ready files through the portal as well, allowing them to evaluate the effectiveness of instruction for student subgroups well above or below grade level, as well as to perform other research that advances Michigan's educational performance. As discussed further under "Stronger Analytics" and under "Data System Linkages," this proposal will support increased staff to work with researchers in creating and supplying data requests, to provide training on using the data provided in a secure manner, and to document procedures developed.

Outcomes

- A. Gather requirements for new reports to be included in the portal.
- B. Rebrand the Data for Student Success (D4SS) website, and repurpose infrastructure for Michigan educational data portal.
- C. Implement robust, role-based security model with delegated authority.
- D. Design and provide data access for teachers based on student-to-teacher connection.
- E. Design and provide public access to select reports.
- F. Design and provide researcher access to data sets.
- G. Modify existing roster system to collect reasons for students not testing.
- H. Design and implement reporting templates to report out untested students.
- I. Determine ETL process to move untested student data to SLDS.

2. Instructional Connections

Michigan has a course-level data collection component already in place in the MSDS to meet federal migrant data reporting needs. Replicating and expanding this component under SLDS '10 will allow Michigan to identify and collect, at points in time, all the courses a student is taking and the teacher teaching each course. Adding this capacity to the MSDS collection model will successfully link students to teachers at all levels of public PK–12 education.

After the connection between student and teacher data is complete and universal, the SLDS can allow access to individual student-level data by teachers through the secure side of the Michigan education data portal. The data structures required for storing this information over time and the ETL processes to load these structures will be developed and implemented through this grant. The grant will allow Michigan's portal security module to be modified to allow drill-down access for teachers to the full academic records of the students they are currently teaching. Controlling access to data is necessary to comply with FERPA, but it is also critical to achieving our goal of providing timely student history and participation information to teachers. In order to capitalize fully on the individual student-level data access for teachers, the SLDS '10 grant also will fund additional professional development so that individuals with access to these data are aware of their correct and proper uses for decision making. Training resources will include online manuals, training guides, and demonstrations.

Michigan already has begun to work with local school districts in getting individual-level data and analysis down to the teacher level with its D4SS project. This system allows local access to student assessment and program participation data as well as providing in-depth analytic support. Expanding D4SS functionalities will increase the number of analyses and reports available via the Web portal, making the data available to state and local administrators and even to teachers.

Using a student-to-teacher connection, teachers will be allowed access to the individual histories of their students, including program participation, assessment, and other data, while maintaining strict adherence to and compliance with FERPA requirements. In addition, the regional data warehouses will be able to extract data from the state portal to populate their own warehouses with appropriate individual-level and aggregate data sets used in local analyses to inform local policymaking and instructional practice. The availability of reports and data will be accompanied by professional development in data use and interpretation under the Regional Data Initiatives program.

Modifications to Michigan's Online Educator Certification System (MOECS) must be made to tie, and track longitudinally, the higher education institution recommending a teacher and the credentials received by a teacher. This data must be aligned with the state's staff reporting data system, including assigning a unique identifier to a teacher at the point of recommendation rather than at the point of employment as is currently done in Michigan.

After full implementation, school administrators and teachers will have data to inform instructional practices, to determine estimates of individual teacher impact on student performance, and to evaluate student-growth-factor measures for inclusion in teacher and principal evaluation systems. In addition, data will be available to evaluate the effectiveness of teacher and principal preparation programs.

Outcomes

- A. Gather necessary teacher-/student-/course-level reporting requirements.
- B. Modify existing MSDS system to collect teacher and course data at the student level.
- C. Create data structures in SLDS for enhanced reporting requirements.
- D. Extract teacher/student/course data from MSDS and load into the SLDS system.
- E. Design and implement analysis and reporting templates for teacher-to-student connection reports.
- F. Design and implement secure access for individual teacher access to connected students' data.
- G. Build and deliver professional development to teach users how to use the data appropriately.
- H. Modify existing MOECS to provide teacher unique identifier at time of recommendation and track credentialing institutions longitudinally.
- I. Build capacity in SLDS to store and report teacher performance data back to recommending institutions.

3. Data System Linkages

Michigan proposes to expedite movement beyond prototypes of linkages to postsecondary data using SLDS '10 funding under the guidance of the P-20 Council and to extend to workforce linkages statewide. The resulting data collection connecting available state workforce data, PK-12 education system data, and postsecondary student and financial aid data will generate reports that could help Michigan identify leaks in its educational pipeline and target resources in a manner that increases the number of Michigan residents with postsecondary credentials and degrees.

a. Postsecondary Education Data. Under SLDS '09, Michigan has begun implementing a statewide electronic transcript system and already requires that the statewide unique student identifier be on each transcript sent to and among postsecondary institutions. Postsecondary institutions will be required to submit transcripts of all currently enrolled students to the electronic transcript vendor at reasonable intervals throughout the school year. The electronic transcript vendor stores these transcripts in a data repository system in a parsed data format. Data will be extracted from the electronic transcript vendor's data repository and added to students' records in the SLDS. Michigan is working with the vendor to prototype several postsecondary reports and reports linking postsecondary data to K–12 data.

Under the requested SLDS '10 funding, Michigan will build upon the prototyping and pull selected elements of the postsecondary institution student information from the transcript repository directly into the SLDS, maintaining the information alongside a student's PK–12 data. Based on statewide requirements-gathering sessions and ARRA, Perkins, IDEA and other federal reporting requirements, analyses and reports will be prepared and published to examine individual and aggregate student postsecondary transitions from PK–12. In addition, Michigan will prepare reports in compliance with SFSF that track the enrollment of high school graduates by subgroup into postsecondary institutions, detail the type and amount of remedial coursework required by students, and track exit and completion statuses of postsecondary students. While institutions and the state exchange this information, strict adherence to FERPA regulations regarding individual student information will be observed.

b. Workforce Data. Under SLDS '10, Michigan will gather workforce data reporting requirements and work toward developing a system whereby workforce data can be tied to PK–12 and postsecondary data sources. By utilizing information gathered from the Unemployment Insurance office and the workforce training office (Michigan Works!), links to workforce membership can be obtained. In Michigan, when unemployed individuals apply for unemployment assistance, they need to register with the Michigan Works! program, which assists them in locating work or places them in a workforce development system. From this data, Michigan can begin connecting and tracking individuals' information from the secondary and postsecondary systems into the workforce. Utilizing the state's P–20 Council to provide guidance on the types of questions that may be asked of this data, Michigan will be prepared to submit data as federal guidance is released on the reporting based on linking education data to workforce data.

Michigan does not collect or store a student's Social Security number (SSN); therefore, there will be a need to explore mapping of the UIC to SSN in order to connect to workforce data. Legislative changes may be required. When identified, the data elements necessary for reporting will need to be located, collected, and stored. In Michigan, the Department of Energy, Labor and Economic Growth (DELEG) oversees adult learners including Adult Education, Community College Services, and other job-training programs. CEPI will be working with DELEG and the rest of the P–20 Council to identify data characteristics that will be used to link these data sets for use in the SLDS.

c. Other Expansions. Postsecondary partners and the Michigan Department of Treasury have indicated interest in exploring how available student financial aid data could be connected and stored over time to paint an accurate picture of how students are funding higher education opportunities and in determining how funding, coupled with other variables about a student, leads to successful transition to and completion of postsecondary education. With SLDS '10 funding, Michigan also proposes to work with ACT to develop links for student ACT test results obtained outside the state testing system. Aggregate results and individual scores (via secure access only) will be available through the education data portal.

Michigan already has completed extensive work to make its K–12 data elements compatible with SIF and PESC standards. As additional data linkages bring added elements, the new funding will be used to fully extend and support movement toward these standards. It will become possible to generate files from the SLDS that comply with SIF and PESC standards and provide these files to other agencies through the portal. SLDS '10 will fund man-hours necessary to build a strong, stable metadata container and processes to update and maintain this store. In many cases, state data are already collected and stored in a SIF- and PESC-compatible manner; in the cases where they are not, a transformation process will ensure that reports will be compliant with the standard when requested in that format. It will become possible to provide SIF- and PESC-compliant files to other agencies through the portal. This work is especially important to prepare for future linkages. For example, should a mechanism for states to exchange individual data such as a “student backpack” or the LEARN project become available at the national level, Michigan will be well positioned to collaborate and cooperate with these endeavors.

Outcomes

- A. Implement process for colleges to push transcripts to e-transcript vendor.
- B. Implement process for the state to pull appropriate transcript information from e-transcript vendor transcript repository.
- C. Implement process to load appropriate transcript information into the SLDS and link to PK–12 student information.
- D. Assign unique identifiers to postsecondary students who don't have them, and resolve duplicate matching issues.
- E. Gather requirements for reports related to compliance with SFSF.
- F. Design, test, and implement reports and analysis based on the linkage of PK–12 and postsecondary information.
- G. Gather workforce data reporting requirements.
- H. Identify data characteristics used to link education and workforce data sets.
- I. Pull workforce data from available source data systems into the SLDS and connect to PK–12 and postsecondary data.
- J. Analyze and report on workforce data.
- K. Extract data from SLDS into standards-based formats.
- L. Identify requirements for reports related to student financial aid.
- M. Design, test, and implement reports and analysis relating student financial aid to student achievement.
- N. Develop links for reporting of ACT test results for students outside of the state testing system.

4. Stronger Analytics

Improved access and expanded data linkages make it possible for Michigan to encourage and build stronger analytic capacity within state agencies, local education agencies, and external research organizations. A three-pronged strategy for increasing analytical capabilities is outlined, as follows:

a. Regional Data Initiatives. Michigan's Regional Data Initiatives group all 57 state ISDs and constituent school districts into eight consortia to encourage the standardization of data storage across LEAs and to provide Michigan educators with near real-time access to state and local student demographic and performance data that can inform daily instruction. The Regional Data Initiatives increase the capacity of the state to provide professional development in the use of data, especially in the provision and use of formative data to improve instruction. Consortia were encouraged to apply for extra competitive ESEA Title II-D funding to partner with researchers to conduct rigorous analyses using state and local data. Although these consortia are not supported by SLDS '10, Michigan expects they will play a significant role in building stronger analytic capacity in the state.

b. Research Collaborative. State education agencies often lack the time, capacity, and the political positioning to guide the use of longitudinal data systems. A state-level research collaborative operated by a neutral party can effectively bring together the research capacity of complementary (sometimes competing) institutions to dramatically enhance the state's analytic capacity. Based on the district-level model of the Consortium on Chicago School Research, Michigan's state-level research collaborative will assemble researchers from across the state and the Midwest region to collaborate on and contribute to the development of a research agenda targeting needs recommended by the P-20 Council to the state superintendent rather than by individual researcher interests. As demonstrated in the Chicago model, this neutral territory will allow the Michigan Department of Education (MDE) to avoid political entanglements between researchers and institutions while at the same time enabling the organization of a broad research capacity to address state education policy questions in a more coherent fashion.

This state-level research collaborative will oversee several key data tasks:

- Work with the P-20 Council to set and prioritize a state research agenda.
- Ensure that student, school, and system performance are measured meaningfully.
- Build the technical and human capacity to use the data effectively in local education agencies, by research audiences, and centrally.
- Review research proposals requiring state data regardless of funding source.
- Establish guidelines and standards for proposal submission with data requests.
- Make appropriate research results available to the public through the state's education data portal.

The research collaborative will conduct ongoing conversations with the state education agency, the legislature, and other agencies dealing with children to ensure that the aforementioned tasks meet stakeholder needs.

The formation of a state-level research collaborative alongside the development of Regional Data Initiatives provides opportunity for broader research collaboration for this network of consortia. Although the primary purpose of the state-level research collaborative will be to address a state research agenda, this organization also will convene meetings between and among the ISD consortia, with the goal of standardizing data collection on core data elements across consortia and building organizational capacity in the analysis of longitudinal data.

A critical concern is the governance structure of the research collaborative. Key constituents must have strong roles, but no single constituency should dominate. The structure will keep a focus of at least one or two years into the future, not on the day-to-day operational needs of MDE. Initially, an outside agency will help the state and its in-state research and advocacy partners to establish a set of working relationships and model the kinds of collaborative, mutually beneficial research efforts that will pay off for all in the long run.

To that end, a neutral external agency will assemble and support an initial leadership team, institute a process to develop a long-term agreement on working relationships (a “constitution,” so to speak), lead the development of an initial research agenda, and guide the experience of collaborative research across agencies of various kinds and at various levels. An early task will be to devise a process to identify, appoint, and support a strong leader for the research collaborative. As the Michigan research collaborative attains some stability, this neutral external fostering agency could begin to step away or become just one of the partners in the collaborative enterprise.

c. Internal Analytic Capacity. With the establishment of the data portal, Michigan will increase its service to various constituencies. As discussed above, we propose to support additional man-hours with the SLDS '10 to review and process data requests from external users. This position will be the main point of contact for external requests and will provide information on data structure and use. In addition, this position will serve as a departmental link to the research collaborative discussed above. Lastly, this staff member will learn from the external research experts and help us explore the value of more complex analytic technologies such as regression, hierarchical modeling, interrupted time series, and other solutions not commonly used by SEA analysts.

Outcomes

- A. Identify neutral party to design and implement a research collaborative.
- B. Convene and support research collaborative in identifying reporting and analysis needs.
- C. Provide man-hours to review and process research requests, as coordinated through the research collaborative.

Timeline for Project Outcomes

Michigan has demonstrated repeated success by strategically following an iterative process of requirements gathering, design, prototype development, testing, automating successful prototypes for full-scale production, and deployment coupled with training and professional development. CEPI and the Department of Information Technology (DIT) staff members include experienced business and IT project managers who will be dedicated to the success of this project.

Michigan has currently contracted resources providing requirements-gathering functions for work on SLDS '09 deliverables. Similar resources will be obtained to gather detailed requirements from all stakeholders and the P-20 council for the four core areas identified as in need of additional funding under this proposal, so that the scope of the deliverables meet the identified needs and uses of the stakeholders, as well as comply with SFSF assurance requirements. If project outcomes do not match stakeholders' expectations, valuable time and resources will be wasted.

To maximize earlier investments, the design of the deliverables will utilize existing infrastructure, software, systems, and tools wherever possible. Deliverables will be grouped into modules that will span the window of time specified in the grant application. The design documentation will include the design of the data collection mechanism (if necessary), SLDS data storage model, automated extraction transformation and loading processes, standardized data transfer methods, metadata management, preformatted data store query design and execution, and Web portal page and report design around each core area.

During the development process, a phased approach will allow development to begin on certain system components while deliverables in subsequent phases continue to be designed. The vendor will be held to defined performance metrics for the ETL process as well as the ability to query against the data store. Accuracy of the transfer of data and calculation of aggregates within the data store also will be measured.

The testing and implementation processes for each phase will require coordination between the vendor teams and internal information technology staff, as well as stakeholders. As data structures are implemented followed by the execution of the ETL processes, quality testing and performance measurement will continue. As queries are executed for report population, silent launches of the various reports will occur to allow external testing for each new report as well as gauging the effect on existing reports. Publishing of user guidance and documentation will incorporate aspects from the requirements process to the metadata documentation of the data elements occurring within each report.

Throughout the process, from requirements gathering to implementation, training plans will be developed for each new report or system functionality. Contracted training resources will be used to develop training materials and a train-the-trainer method often used by the state. Using ISD resources as conduits of information about data aspects to the local level has proven successful in past projects, and we anticipate using postsecondary associations in the same manner to disseminate training to postsecondary institutions. A particular focus of the training

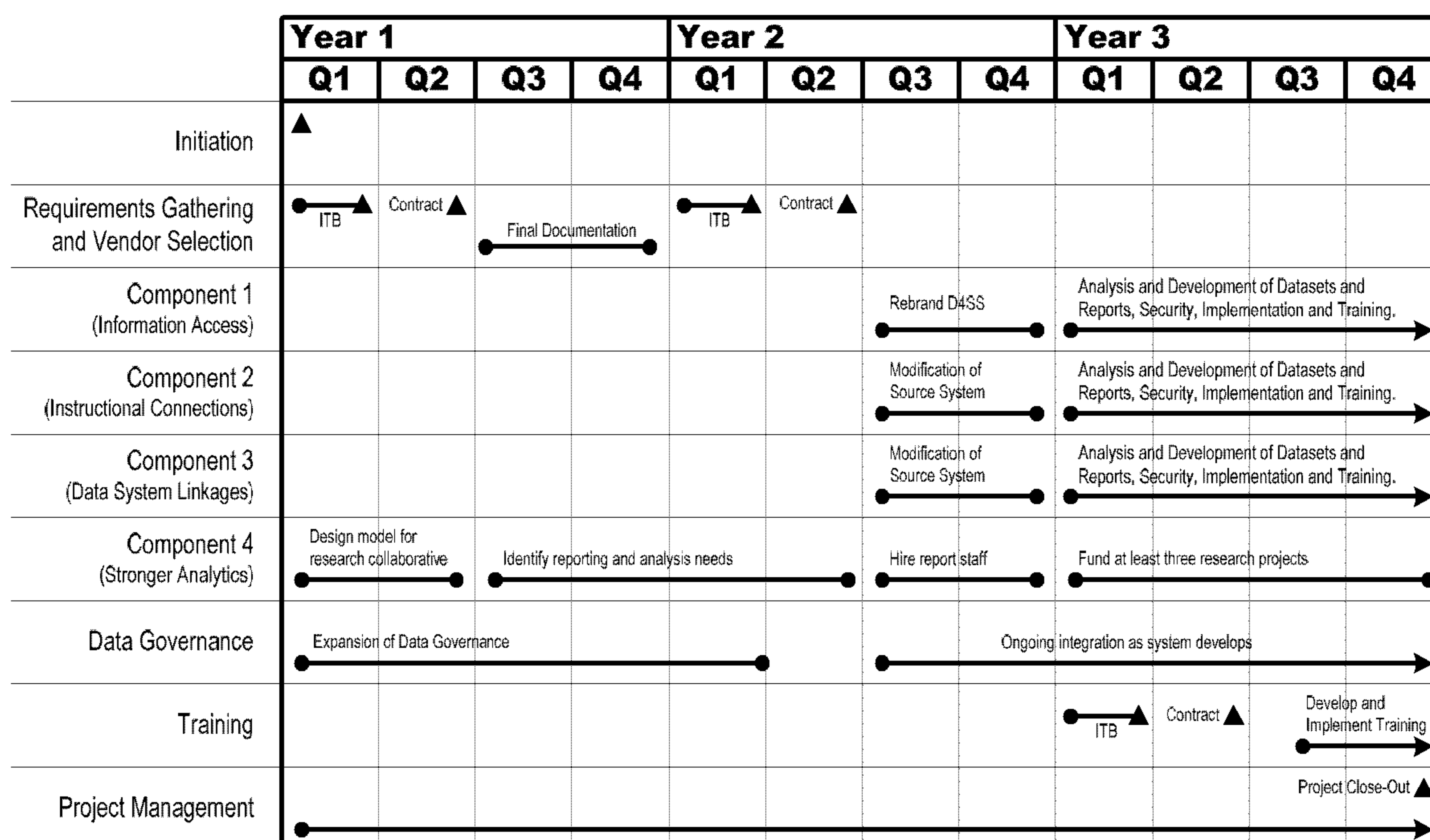
around this project will be in the use of the data to improve instruction, identify leaks in the education pipeline, and provide some indicators of postsecondary student success. Several methods of training media have been used in the past and will continue to be used, from narrated report walk-through video clips, context-sensitive help in applications, and detailed manuals to face-to-face training sessions and online webinars that are coordinated with our external partners.

Michigan's experience indicates that communications on many levels are essential during large IT projects. Ongoing communications with the P-20 Council will be essential. Communication plans also will be generated and used throughout the project to communicate with local entities, higher education institutions, vendors, policymakers, agency stakeholders, and the general public on the progress of implementing the SLDS. Communication plans will encompass a range of options from convening meetings of governance bodies and other stakeholders, disseminating newsletters to interested parties, to posting of progress reports on the CEPI website until the education data portal becomes accessible to the public.

The timeline will be based on completing a single requirements-gathering effort for all deliverables on the project followed by a procurement process to select a vendor(s). When a vendor is in place, work to design, develop, test, and implement the components of the system will begin. Up-front work specifying the detailed requirements of the system will result in finding efficiency during the later stages of the project.

If awarded, Michigan plans to initiate the project in Quarter 2 of 2010 and perform closeout in Quarter 2 of 2013, with project controls and management running throughout. At a high level, the key elements of the proposed project will include the components in Figure 2. (See the table in Appendix A for further details on the timeline and tasks of the individual deliverables.)

Figure 2. Overview of Component Deliverable Project Timeline

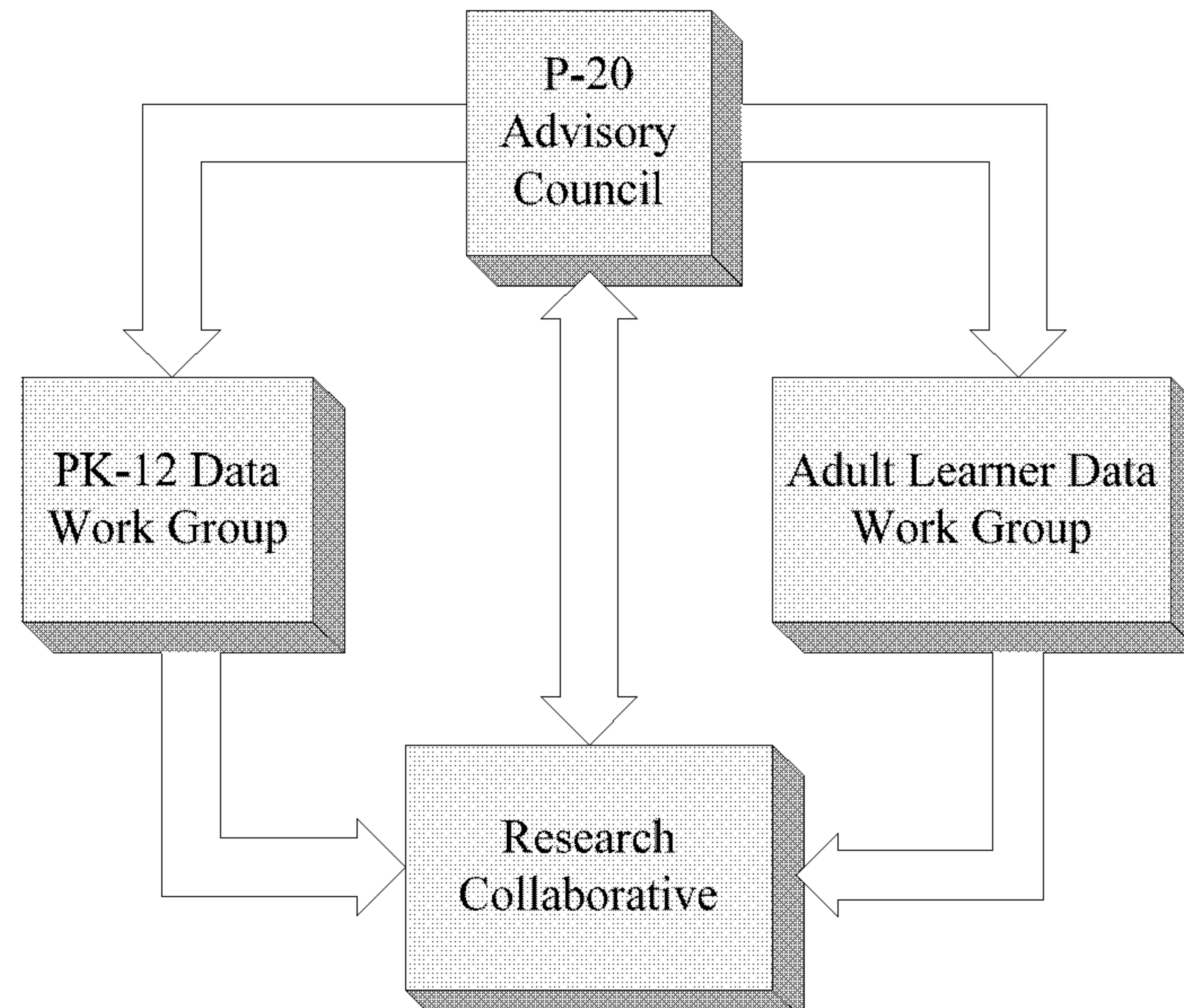


Governance Plan

The Center for Educational Performance and Information (CEPI) is statutorily authorized by the Michigan Legislature to coordinate the management, collection, and reporting of all education data, including the electronic exchange of student records between preschool, K–12, and postsecondary education, in a manner that reduces the administrative burden on reporting entities, ensures student privacy, and provides data and reports to state and local policymakers and the citizens of Michigan. CEPI is housed within the State Budget Office and will be responsible for the overall management of project activities.

Preliminary work under the SLDS '09 federal grant has resulted in the recognition that CEPI's various levels of advisory committees need to be consolidated and enhanced with postsecondary representation. Over time, CEPI has found it useful to have an overarching policy-level group of partners, as well as advisory groups of partners who are much closer to the actual data from which to gain practical insights for implementation issues. In addition, as discussed earlier, CEPI proposes to add as part of this grant proposal a research collaborative to ensure that state data facilitate research to identify student academic achievement gaps and leaks in the educational pipeline, improve education and training programs, and identify transition issues. Figure 3 displays the proposed model of P–20 governance.

Figure 3. Hierarchy of SLDS Governance Structure



P–20 Advisory Council

The P–20 Advisory Council will consist of representatives from the preschool, K–12, postsecondary, and other adult learner education communities, as well as the workforce and overall system support. State agencies and associations will be solicited for membership nominations. Preschool representation will be solicited from the Michigan Department of

Education (MDE) and the Early Childhood Investment Corporation, a nonprofit agency charged with coordinating Michigan's early childhood initiatives. K–12 representatives will be nominated from MDE and associations representing teacher unions, school boards, school administrators, secondary principals, and public school academies (charter schools). The postsecondary and workforce communities will be represented by the Department of Energy, Labor and Economic Growth (DELEG), which has responsibility for state workforce development system and adult education; the Department of Treasury, which has responsibility for student financial aid programs; the Presidents' Council, State Universities of Michigan; the Michigan Community College Association; and the Michigan Association of Independent Colleges and Universities. The overall PK–20 system would be represented by members from the Governor's Office, CEPI, State Budget Office, and House and Senate legislative fiscal agencies.

The P–20 Advisory Council would be responsible for making policy recommendations to CEPI for full implementation of the P–20 system. Examples of systemic policymaking needs include model agreements or memorandums of understanding for storing unique student identifiers and matching student-level data in postsecondary data systems, the reporting of student-level remedial coursework from postsecondary institutions to high schools, the connection of individual teacher data to teacher preparation colleges, and student privacy policies. In addition, the council will work with the Research Collaborative to develop a state research agenda. Finally, the P–20 Advisory Council will serve as a body to resolve implementation issues escalated to it from either the PK–12 or the Adult Learner Data Work Groups. CEPI will coordinate the work of this group using existing SLDS '09 grant resources.

PK–12 Data Work Group

This group will be made up of state agency and education providers who are program and data managers. Along with representation from appropriate MDE program areas, intermediate and local school district data users and managers will be solicited, as well as members of the Michigan School Business Officers association. CEPI will provide technical assistance and staffing for this group, and the Department of Information Technology (DIT) will provide state IT expertise, supported by existing state and SLDS '09 grant resources.

The role of this group related to SLDS '10 projects would be to discuss implementation issues surrounding the creation of the education portal, the linking of teachers to student data, and the tracking of untested students. Technical expertise also will be garnered related to the interoperability of the system, including the implementation of standard ETL processes and data structures, formats, and definitions.

Adult Learner Data Work Group

This group will be made up of state agencies and postsecondary education providers, including program and data managers from DELEG units focused on workforce development systems and adult education; Treasury department personnel focused on student financial aid programs and data; DELEG-nominated personnel from Michigan Works! agencies and adult education

providers; and associations representing college admission directors, college registrars, college financial aid offices, and high school counselors. CEPI will provide technical assistance and staffing to this group, and DIT will provide state IT expertise using existing SLDS '09 grant resources.

Similar to the PK–12 Data Work Group, this group will be focused on resolving implementation issues such as storing unique student identifiers in higher education databases, the possible need to pick up at least some portion of students' Social Security numbers in order to match PK–12 and postsecondary data with workforce data, as well as ensuring interoperability by using standard data structures, formats, and definitions in reporting.

Research Collaborative

The creation of this group is one of the strategies for providing stronger analytics for Michigan. This group will comprise institutional researchers from four-year universities and community colleges as well as state agency stakeholders. The research collaborative will provide assistance in determining the usefulness and appropriateness of individual research requests; assist the state in determining what policy questions should be answered through the data; and ultimately provide independent research support related to policy issues posed by the P–20 Council.

Project Management

As with previous SLDS grants, MDE serves as the fiscal agent for the project, and CEPI is responsible for directing the project activities and subsequent operation of the statewide system. CEPI is statutorily authorized by the Michigan Legislature to coordinate the collection, management, and reporting of all data required by state and federal law from PK–12 educational entities and from public postsecondary institutions, and to implement a P–20 longitudinal data system.

The Department of Information Technology (DIT) is responsible for managing all IT contracts for the state of Michigan, and the DIT Project Management Office (PMO)³ has developed and implemented the DIT Project Management Methodology (PMM) to provide the necessary management controls and tools. The PMM includes the following phases: Initiation, Planning, Execution, Closeout, and Control. Control operates throughout all phases. DIT senior project managers have many years of experience and are able to manage large contracts and apply the PMM methodology and controls. The nine “knowledge areas” that the senior project managers are expected to manage during the course of the project are integration, scope, time, cost, quality, human resources, communications, risk, and procurement.

Michigan has successfully implemented a collaborative project-oversight process to review the status of the projects, communicate successes, and manage issues related to each of the nine management knowledge areas listed above. The project-oversight process is a tool that is used by DIT to manage IT projects for state agencies, particularly when vendor contracts are involved.

³ See www.michigan.gov/dit/0,1607,7-139-30637_31101---,00.html for the DIT PMO resources

The oversight process engages all stakeholder groups: state agency project sponsors, DIT, and the project vendor(s). For the proposed project work, Michigan will apply the same oversight process to the new projects, and the state agency representatives will include CEPI, MDE, DELEG, and Treasury. Note that while the data governance process includes all stakeholder groups both inside and outside state government, the project-oversight process is a tool for managing contracts for which the state is fiscally responsible. The relationships with external stakeholders are managed by the project sponsors, and they are responsible for sharing feedback and escalating issues. For example, CEPI engages the following stakeholder groups for the current SLDS grant efforts: pilot testing LEAs, the CEPI Data Development Group (meets monthly and more frequently as needed), the CEPI Advisory Committee, ISD partners, and others.

The project-oversight process has three levels: (1) the Integrated Project Teams (IPT), who accomplish the day-to-day work of the grant; (2) the Oversight Committee that includes decision makers from the state agencies, DIT, and selected vendor(s); and (3) executive sponsors. An essential function of the oversight process includes issue escalation, and issues not resolved at the IPT level are escalated to the Oversight Committee and then on to the executive sponsors if needed. To ensure that this SLDS proposal and work tasks are accomplished in a timely manner and separately from existing activities under previous grant initiatives, Michigan will be using the same key resources for overseeing and running the project. Those key resources include several highly skilled senior program managers and project staff including the project director, longitudinal data manager, portal manager, senior technology project manager and project coordinator. These leads on the project meet weekly (and often daily) to discuss project activities and challenges, and to align cross-team activities between CEPI and the technology team(s) including our state technology department and vendor teams. For the existing projects related to our SLDS and this proposal, the staffing plan and the same oversight management controls that have been implemented successfully in our previous SLDS efforts will continue to be used to ensure success.

Project Personnel and Staffing

The following personnel from the State of Michigan will provide management and core subject-matter expertise to work collaboratively with the vendor(s) selected in the procurement process to design and develop specific deliverables. Below are brief biographies of the core State of Michigan management team for the project. A more complete listing of staff can be found in Appendix A.

Thomas E. Howell, M.P.A, Director, CEPI (State Budget Office, Lansing, Michigan) (Project Director). Tom is the director for Michigan's Center for Educational Performance and Information (CEPI). CEPI is statutorily authorized by the Michigan Legislature to coordinate the collection, management, and reporting of all data required by state and federal law from PK–12 educational entities, as well as from public postsecondary institutions, and to implement a P–20 longitudinal data system. Mr. Howell coordinates educational data policy for CEPI and works with other state of Michigan departments to meet state and federal reporting requirements. He also serves as Michigan's state liaison to the NCES Forum and is an active participant on the

CCSSO Education Information Management Advisory Consortium (EIMAC) General Statistics committee. He is the project director for Michigan's State Longitudinal Data Systems grant awarded in 2009, and coordinates the state's involvement with the D4SS project. Tom earned his master's degree in public policy and planning in April 2000 and has worked to build and improve CEPI's activities since its inception in late 2000.

Michael McGroarty, CEPI (State Budget Office, Lansing, Michigan). Michael is the Longitudinal Data Manager for the state of Michigan's Center for Educational Performance and Information (CEPI). Mike coordinates activities surrounding longitudinal analysis and reporting of the state's educational data collected by CEPI including student, personnel, school, and financial data and calculating graduation and dropout rates. He also oversees the linking of PK–12 longitudinal data to postsecondary data. After earning his bachelor's degree in computer information systems, Mike was employed as an information technology consultant designing databases and websites and also as a database administrator with the DIT and then as a data quality analyst with the MDE's Office of Educational Assessment and Accountability, prior to his employment with CEPI.

Paul Bielawski, CEPI (State Budget Office, Lansing, Michigan). Paul is the School Data Manager with the State of Michigan's Center for Educational Performance and Information (CEPI). He manages staff responsible for collection, storage, retrieval, and reporting of Michigan school data, including directory information, educational personnel, crime and safety, and financial data. Paul also will oversee CEPI's involvement with the development of Michigan's education data portal. He has an extensive background in accountability, assessment, curriculum, and grants. Prior to his employment with CEPI, Paul was Manager of the School Accountability Program in the MDE's Office of Educational Assessment and Accountability.

Joseph Martineau Ph.D., Director, OEAA (MDE, Lansing, Michigan). Joseph is currently the Director of the Office of Educational Assessment and Accountability (OEAA) in the Michigan Department of Education. He received a bachelor's degree in linguistics from Brigham Young University in 1994, a master's degree in instructional psychology and technology from Brigham Young University in 1997, and a Ph.D. in educational measurement and quantitative methods from Michigan State University in 2004. Prior to his appointment as Director of OEAA, Joseph also served as a psychometrician and as a manager of general populations testing programs for OEAA.

Glenn Gorton, Client Services Director for CEPI and MDE (MDIT, Lansing, Michigan). Glenn is a Client Service Director for DIT with over 25 years of information technology experience. He is responsible for administering complex IT systems that collect data on over 1.9 million students, distribute nearly \$12 billion in state aid school payments, and provide standardized achievement testing throughout K–12 programs. Glenn has proven experience in developing trusted client relationships, providing effective communications, and directing information technology matrix teams to provide excellent service. Glenn holds a bachelor of science in engineering.

Karen Buckwalter, Senior Project Manager (MDIT, Lansing, Michigan). Karen is a Senior Program Leader with over 20 years of program and project management experience leading initiatives for state government and Fortune 500 companies in the automotive and telecommunications industries. Karen has served as Project Manager on projects with budgets as large as \$40 million and projects providing a foundation for programs that distribute nearly \$12 billion in operational funds. Karen earned a bachelor's degree in business administration and has her Project Management Professional certification from the Project Management Institute.

Other Resources

Each of the following roles will be filled by one or more full-time state employees or contractual staff members for the duration of the project and longer. Most of these resources are managed by the longitudinal data manager and the IT manager (client services director). Contracted resources will be co-managed by the two managers.

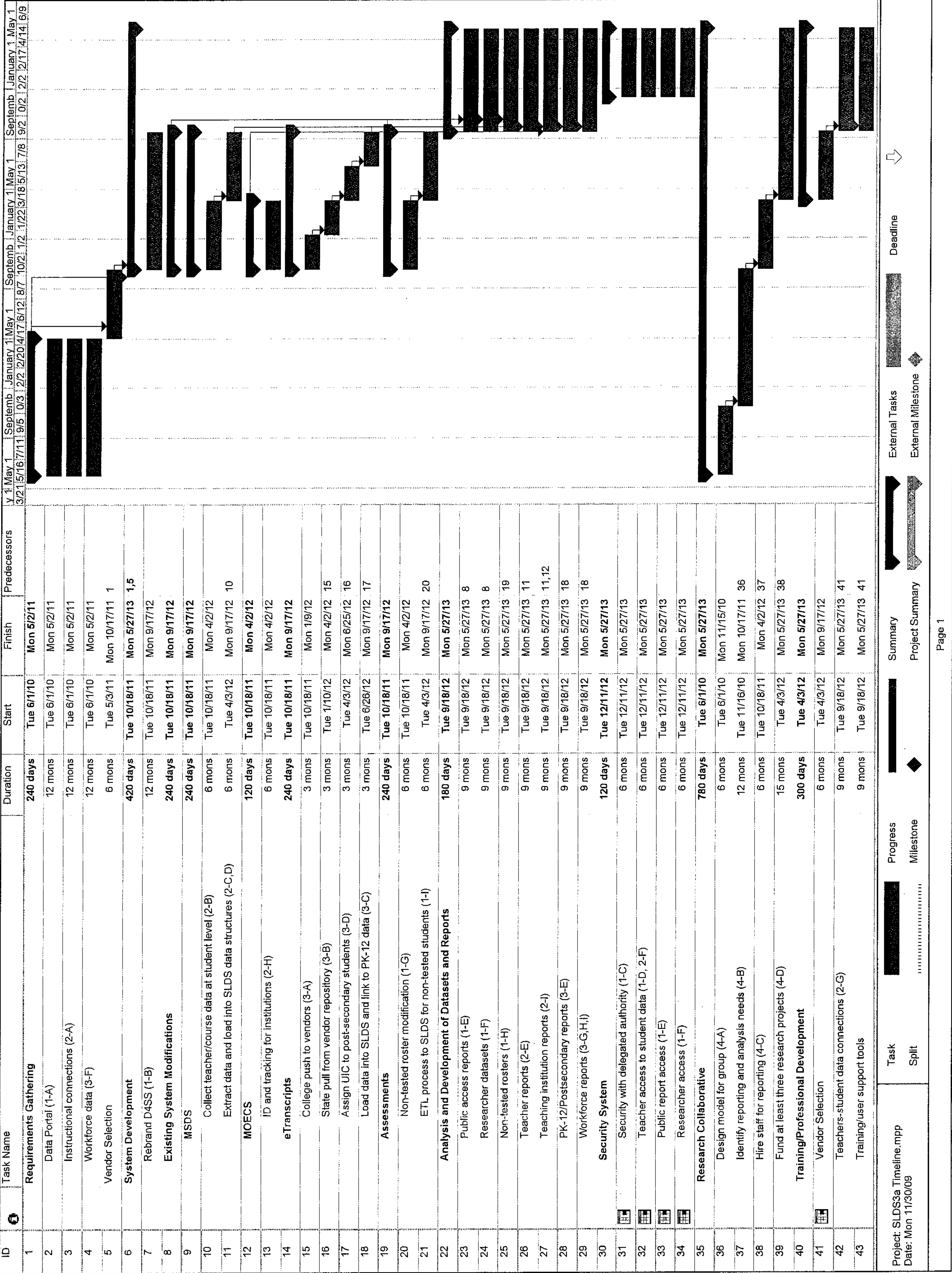
- **Federal Reporting Analyst:** a position to analyze outgoing federal reports and ensure the quality of those reports. This position also will assist the query and reporting analyst in preparing federal reports in a quality manner.
- **Longitudinal Database Administrator:** administer database servers for the project and assist with the design, development, and implementation of data models and ETL processes.
- **Metadata and ETL Analyst:** gather requirements for modifications to the SLDS data structures and ETL processes for populating those modifications, documenting the metadata and designing and developing the changes to the ETL processes.
- **Query and Reporting Analyst:** develop and maintain preformatted and ad-hoc queries and canned reports to be delivered to or published on the education data portal.
- **Data Quality Analyst:** develop processes and procedures to analyze and resolve data quality issues on data coming into the SLDS as well as data being reported from the SLDS.
- **Portal Developer:** develop portal website and provide insight into the proper design and development of interactive reporting functionality.
- **IT Infrastructure Specialist:** design and manage the hardware and software infrastructure upon which the system and processes will run.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: Pages: **4** Uploaded File: **S:\Grants Office\Work Area\Grant Programs\Federal Grants\Statewide Longitudinal Data Systems ARRA (84.384A)\09-10\Application\Appendix A-Optional Attachments.pdf**



State of Michigan Staff assigned to SLDS

Person	Title	Roles and Responsibilities
<i>Management Team</i>		
Thomas Howell	Director, Center for Educational Performance and Information (CEPI)	Overall planning, resource management, cross-agency coordination, outreach
Michael McGroarty	Manager, Longitudinal Data Unit, CEPI	Lead state subject matter expert for longitudinal data, analytical data stores and reporting services
Paul Bielawski	Manager, School Data Unit, CEPI	Web portal planning, management, implementation, school district liaison
Joseph Martineau	Director, OEAA	Oversees assessment, accreditation, and accountability programs.
Glenn Gorton	Director, Client Services, DIT	Project-specific IT implementation and interagency IT coordination,
Karen Buckwalter	Project Manager, DIT	Interagency project management
<i>Center for Educational Performance and Information Team</i>		
Trina Anderson	Manager, Student Data	UIC extension to postsecondary and the workforce, student/teacher connections
Carol Jones	Data Specialist	EDEN and CCD compliance reporting and coordination
Rod Bernosky	Senior Data Analyst	ETL Process lead, SLDS query designer
Laurie Campbell	Data Analyst	EDEN, CCD, and public reporting design and development
Dr. Oren Christmas	Education Research Consultant	Data Quality Assurance lead
Derek Crombie	Project Coordinator	Project and Web administration, external communications/reports
Dr. Melissa Bisson	Longitudinal Data Analyst	Research, analysis, and requirements gathering
Meghann Omo	Student Data Analyst (UIC)	UIC integration P-20
Doris Mann	Senior Student Data Analyst (Data Collections)	Federal/NCLB student data requirements expert
Lynne Erickson	Data Specialist	Teacher/School Personnel data requirements
Chris McLaren	Data Analyst	Report design and development
Barry Tiedeman	Senior Data Analyst (Data Collections)	School finance data requirements expert

Person	Title	Roles and Responsibilities
<i>Department of Information Technology Team</i>		
Glenn Gorton	Manager, applications and infrastructure	Manager of Applications and infrastructure, enterprise-scale, complex database systems
Dave Baker	Database Administrator	DBA managing transactional and longitudinal databases, complex database systems
Lauren Rosier	Longitudinal Database Administrator	Longitudinal database management for analysis and reporting
<i>Michigan Department of Education Team</i> Offices of Career & Technical Education (OCTE), Educational Assessment & Accountability (OEAA), Educational Technology & Data Coordination (OETDC), Special Education & Early Intervention Services (OSE-EIS), and School Improvement (OSI)		
Dave Judd	Project Manager, OEAA	Coordinate assessment activities with regard to foundation and expansion deliverables
Fran Loose	Supervisor – OSE-EIS IDEA state performance plan manager	Special Education subject matter expert – transition services reporting
Patricia Cantu	Director - OCTE, MDE	Perkins reporting, CTE and Tech Prep grants subject matter expert
Jill Kroll	Consultant, OCTE	Perkins/CTE subject matter expert
Mike Radke	Director, OSI	Title I and field services subject matter expert for analysis and reporting
Deborah Clemmons	Manager, OSI	Michigan Merit Curriculum and e-transcript audit
Bruce Umpstead	Director, OETDC	Research data coordination
Jan Vogel	Coordinator, OETDC	Data coordination within MDE
<i>Michigan Department of Labor and Economic Growth Team</i> Bureau of Workforce Transformation (BWT), Office of Postsecondary Services (OPS)		
Liza Estlund-Olson	Director, BWT	Workforce transformation subject matter expert
James Folkening	Director, OPS	Community colleges data collection subject matter expert
<i>Michigan Department of Treasury Team</i>		
Anne Wohlfert	Director, Office of Grants and Scholarships, Treasury	Student Financial Aid Subject Matter Expert
Amy Hiltunen	Analyst, Student Financial Services Bureau, Treasury	Student Financial Aid Systems Subject Matter Expert

Person	Title	Roles and Responsibilities
<i>Community College Partner Team</i>		
James Jacobs	President, Macomb Community College	Postsecondary executive leadership and subject matter expert
Randall Miller	President, Lake Michigan College	Postsecondary executive leadership and subject matter expert
Daniel J. Phelan	President, Jackson Community College	Postsecondary executive leadership and subject matter expert

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: Pages: **16** Uploaded File: **S:\Grants Office\Work Area\Grant Programs\Federal Grants\Statewide Longitudinal Data Systems ARRA (84.384A)\09-10\Application\Appendix B-Resumes.pdf**

KAREN L. BUCKWALTER PMP

(b)(6)

(b)(6)

; Work: 517-241-0074; (b)(6)

OVERVIEW:

Senior Program Leader with 19 years of Program and Project Management experience leading initiatives for State Government, Fortune 500 and Market Research companies. Professional experience includes using Project Management Institute (PMI)-based methodologies to lead a wide variety of projects from initiation through close-out.

PROFESSIONAL EXPERIENCE:

January 2008 – Present

State of Michigan

Division Administrator/Senior Project Manager – Department of Information Technology, Center for Educational Performance and Information (CEPI)

Responsible for leading multiple education system development and implementations. Systems are used to collect, track, and report on Michigan educational entity and student data.

Program Cost and Duration: Approximately \$5 million; Two-year multi-phase implementation

Project Team Size: 5-15 State of Michigan Project Team Members; 6-20 Vendor staff

Built a Collaborative Team Focused on Success

Converted the existing project team from an “us vs. them” structure to a single, high-functioning team. The team consisted of subject matter experts from three State of Michigan Departments and our IT and training vendors.

September 2002 – April 2008

State of Michigan

Division Administrator/Senior Project Manager – Department of Information Technology, Office of Retirement Services (ORS)

Responsible for leading one of the largest Information Technology Programs in Michigan government. The purpose of the program was to fully replace ORS’ disparate legacy member tracking and retirement processing applications with a tightly integrated, multi-functional modern system that enabled ORS to achieve its Vision: “*Fast, easy access to complete and accurate information and exceptional service.*”

The IT Program provides multiple functions:

- Retiree Pension Payroll Processing and Membership Data Management
- Employer Web-based Reporting
- Workflow Management
- Customer Relationship Management (CRM) (Siebel)
- Telecommunications Components including Interactive Voice Response (IVR) (Avaya), Computer Telephony Integration (CTI) (Genesys), and Monitoring and Recording (NICE)
- Document Management including Imaging and Indexing (FileNet)
- Customer Web Self Service

Program Cost and Duration: Approximately \$40 million; Six-year multi-phase implementation

Project Team Size: 10-30 State of Michigan Project Team Members; 20-75 Vendor staff

Improved Customer Service, Productivity, and Data Accuracy:

Implemented an Employer Reporting system and process change that migrated 700+ public schools to the practice of reporting wage and contribution data on a pay cycle basis and correcting report errors using an integrated Web-based system.

July 1995 – September 2002
Senior Consultant/Project Manager

Electronic Data Systems (EDS)

07/01 – 09/02

State of Michigan Department of Transportation (MDOT) Program Management Office

Responsible for the implementation of IT Project Management Processes:

- **Call for IT Projects** - Responsible for leading MDOT through identifying, prioritizing and approving IT initiatives consistent with the State's and MDOT's strategic direction.
- **Business and Technical Requirements Definition** – Co-led the identification and implementation of the Business and Technical Requirements Definition process currently in use at MDOT.
- **Executive Review Process Improvement** - Streamlined existing processes, resulting in productivity gains across the program.

1/00 – 07/01

Program Management Consulting (PMC) Executive Team New Business and Business Process Leader

- Led initiatives, set quality standards, and monitored and reported on corporate activities including utilization forecasting, financial forecasting, and workforce management analysis.
- Created assessment criteria and performed quality health checks related to current Regional business processes including resource management, communications, project documentation, and project prioritization.
- Developed and implemented processes to identify, qualify, communicate, and document Program Management opportunities for the organization.

02/99 – 1/00

Global Program Management Office Manager – Delphi Automotive Systems Y2K Program

- Responsible for ensuring global adherence to time, budget, and quality constraints while incorporating consistent processes and standards across each of Delphi Automotive's seven Divisions and four Regions.
- Set performance standards and rating criteria used to determine a dashboard status for each Division.
- Prepared the corporation for external Y2K readiness audits and presented readiness data to auditors.

07/98 – 01/99

Change Manager – User Transition Management/Program Management Team

- Performed leadership responsibilities including interviewing, hiring, mentoring, managing, evaluating and releasing professional employees and contractors.

- Identified and analyzed the risks associated with organizational change.
- Developed transition plans focused on the user's perspective. Transition packages included scope documents, sponsorship commitments, schedules, communication plans, risk plans, frequently asked questions, and training materials.

02/98 – 07/98

Program Communications and Change Management Leader – Infrastructure Consolidation

- Program Manager responsible for communication efforts related to the consolidation of two IT Service organizations.
- Performed “as-is” and “to-be” analyses, mapped the Program Team's actions and developed and executed a Program-wide communication plan to ensure all stakeholders received timely and appropriate communications regarding the change.

07/96 – 02/98

Project Manager – Information Technology (IT) and Relocation Projects, EDS/GM

- Used Project Management disciplines to lead various IT projects for the General Motors Small Car Group involving refreshing/deploying PCs; installing various COTS applications; relocating hardware, software, and servers; and transferring data.
- Managed a team of 10 PC and Infrastructure specialists to accomplish project goals.
- Developed and communicated detailed preparation and training materials to prepare end-users for their upcoming change.

07/95 – 06/96

Project Manager/User Transition Manager – Information Technology (IT) Projects, EDS/GM

- Collected user requirements, coordinated communications, managed technical resources, and coordinated testing for General Motors' “Consistent Office Environment” conversion.
- Implemented a “model office” environment to enable users to convert documents created using non-standard tools to standard formats.

September 1990 – July 1995

Research Data Analysis

Project Analyst - Senior Project Analyst

- Applied marketing research project methodologies and reporting techniques to conduct research projects for various automotive, telecommunications and consulting firms.
- Responsible for screening, interviewing, hiring, acclimating, training, managing, evaluating, and releasing a staff of Project Analysts.

EDUCATION

Bachelor of Business Administration, April 1992
University of Michigan, Dearborn, MI

Project Management Professional (PMP) Certification, December 1999
Project Management Institute (PMI)

Glenn Gorton

BACKGROUND SUMMARY:

- 23+ years of IT experience.
- 9+ years of leadership experience.
- 20+ years of various levels of Project Management.
- 23+ years as liaison between technical non-technical staff.
- Proven record for the architecture, development, implementation and support of complex critical systems in the Michigan Senate, House of Representatives and Department of Information Technology.
- 20+ years working well in face paced, professional, public and often times stressful environments.
- 4+ years contract and vendor management.
- 20+ years written and verbal communication with Legislators, executive/senior level staff, and clients.

Experience:

Client Service Director – SDA17

Nov 2008 - Present

State of Michigan, Department of Information Technology
Agency Services – Education/CEPI
Lansing, MI

- Lead/Direct day-to-day division operations.
- Plan, manage, coach, support direct reports, staff, and contractors.
- Strategic planning with customers and staff.
- Establish and maintain service level agreements.
- Management of contracts and procurement.
- Management of vendor contracts.
- Liaison between technical and non-technical staff, clients, vendors, and school personnel.
- Consult with client and IT staff to set project priorities and development of contingency plans when necessary.
- MDIT representative at review groups/steering committees/meetings.

Application Manager – ITM15

Sep 2005 – Nov 2008

State of Michigan, Department of Information Technology
Agency Services – Education/CEPI
Lansing, MI

- Management for assigned staff and contractors.
- Liaison between technical and non-technical staff, clients, vendors, and school personnel.
- Recruit, develop, coach, and mentor staff.
- Manage procurement.
- Management of contractor staff and vendor contract management.
- MDIT representative at review groups/steering committees.
- CSD representative when CSD is unavailable.
- JEC voting member for SDS/EEM systems.

- Consult with client and IT staff to set project priorities and development of contingency plans when necessary.
- Design, planning, procurement and implementation of redundant, reliable, and scalable infrastructure to support critical Education and CEPI applications.
- Implemented shared Q/A environment for Education and CEPI (this reduced both Education and CEPI's cost by half and provides a test environment that mimics production).
- Implemented the use of virtual machines. This lead to reduction of costs and timeline in standing up servers.
- Created local change board (LCB) for quick response for code promotion and server patch management.
- Built a collaborative relationship with infrastructure support team.
- Coordination of Resources for Application Release and Promotion.
- Coordination of resources for application/infrastructure maintenance.
- Establish and maintain service level agreements.
- Creation of division policies for application development and maintenance:
- Enforce MDIT policies/procedures (EA review, OES review, E-MI review, etc).
- Helped streamline server hardening. Identified bottle neck of OES (2 people) performing PCI scans. Suggested PCI scanning be pushed to technical services. Suggestion was implemented and process streamlined.
- NASCIO Award – Digital Government: Government to Citizen 2008
- Migration of existing SRSD and SCM users to Tivoli. Designed flexible system framework to migrate those two systems. The framework can be used to migrate additional systems without the need to hire JAVA programmer.

Information Technology Specialist - ITS15

Aug 2001 – Sep 2005

State of Michigan, Department of Information Technology

Agency Services – Education/CEPI

Lansing, MI

- Technical architect, security, application development, support, and maintenance for critical and non-critical agency systems
- Project management for responsible systems (SRSD, MEIS, and Infrastructure):
- Liaison between technical and non-technical staff.
- Mentoring of less experienced staff.
- Introduced several patterns and practices:

Application Development Specialist

Aug 1998 – Aug 2001

State of Michigan, House of Representatives

House Information Systems

Lansing, MI

- Project leader/lead developer.
- System design, analysis, development, quality assurance, installation and maintenance for several major applications (finance system and human resource system).
- Consult with client and IT staff to set project priorities.
- Development of contingency plans.

System Analyst

Aug 1998 – Aug 2001

Michigan Education Data Network Association
East Lansing, MI

- Management for assigned staff.
- Recruitment, training, and mentoring.
- Develop and manage procurement plans.
- Consult with client and IT staff to set project priorities.
- Development of contingency plans.
- System design, analysis, development, quality assurance, installation and maintenance for several major applications.
- System support for billing and receipt system.

Non-Partisan Caucus Coordinator/Lead System Development Analyst Sept 1989 – Mar 1997

State of Michigan, Senate
Senate Information Systems
Lansing, MI

- Project coordinator for 3 full-time developers.
- Short and long term planning.
- Consult with client and IT staff to set project budget and priorities.
- Development of contingency plans.
- Liaison between technical and non-technical staff.
- Presentations to Senators and Senate executives.
- Application Development and support for critical Senate systems:

Customer Engineer

Jan 1985 – Sep 1989

Electronic Data Systems Corporation
Lansing, MI

- Liaison between technical and non-technical staff.
- Project planning and coordination.
- Needs analysis and justification of capital expenditures.

Industrial Engineer

Feb 1984 – Jan 1985

Human Resources Unlimited
Lansing, MI

- Line balancing.
- Delay and random sample studies.
- Methods improvement.

EDUCATION:

Bachelors of Science

Western Michigan University

December 1983

Kalamazoo, MI

Major: Industrial Engineering

Minor: Mathematics

Thomas E. Howell, M.P.A.

E-mail: Howellt@michigan.gov W(517)241-2374

KEY STRENGTHS:

Collaborative leader; focus on developing and utilizing teams and respective strengths; strong professional management experience overseeing staff, finances and data collection operations; project leadership experience from planning to project initiation, development and deployment.

PROFESSIONAL POSITIONS:

Director, Michigan Department of Management and Budget – Center for Educational Performance and Information (Acting January 2009-July 2009, Official Capacity August 2009 – Present)

Duties: CEPI collects, connects and improves public education data for Michigan's PK-12 community, and is leading efforts to connect data from preschool through postsecondary education and into the workforce. Tom is responsible for directing CEPI's efforts as they relate to individual student and staff data, school finance and safety data, and other data collection and feedback efforts. He is also responsible for the implementation of the state's education longitudinal data system, and coordinates overall policy, planning and administrative efforts at CEPI.

School Data Development and Support Manager, Michigan Department of Management and Budget - Center for Educational Performance and Information (May 2005 – Present)

Duties: Manage a team of professionals responsible for the collection, analysis and reporting of the state educational school directory via the Educational Entity Master (EEM), school finance data via the Financial Information Database (FID), school personnel data via the Registry of Educational Personnel (REP), and crime/safety data via the School Infrastructure Database (SID). Manage the agency's budgetary, fiscal, and human resource operations. Provide advice and support related to overall agency planning, project planning, grant writing and inter-agency relationships, and co-manage the state educational data governance process.

Department Specialist 13/14, Center for Educational Performance & Info. (Oct 00 – May 05)

Duties: Manage the agency's budgetary, fiscal, and human resource operations. Develop spending plans, management plans and budgetary reports; write, edit and revise position descriptions; recruit, interview and finalize the hiring of staff; act as liaison and respond to inquiries by DMB, MDE, DIT, Civil Service and other state agencies on budgetary and HR related matters; coordinate all contract development and procurement activities; prepare responses to auditor general audits; provide advice and assistance to the agency director in all areas of specialty; research and analyze state and federal legislation; develop office policies that work in tandem with the goals and objectives of the agency; provide training and supervision of designated staff members working in my areas of responsibility; IT project oversight for the design, development and deployment of the Financial Information Database (FID).

Department Specialist 13, Michigan Department of Education, Lansing (June 99 to Oct 2000)

Duties: Budget preparation and fiscal management for the Data & Technology Services Division, human resources management duties, policy analysis, contract initiation, procurement, office policy recommendations/development, general administrative office management, Technology Literacy Challenge Grant budget development and grantee budget monitoring.

Single Audit Coordinator 12, Michigan Department of Education, Lansing (Aug.97-June 99)

Duties: Coordinate workflow for the Office of Audits. Oversee subrecipient monitoring, train

staff, organize & assign work load, analyze audit reports, maintain database of audit results, analyze federal, state, and industry rules and regulations for impact on subrecipient monitoring, assist federal, state, and local officials in interpreting rules and regulations, field questions on financial and audit related issues, facilitate Auditor General audits of area, provide technical guidance to office directors & staff regarding federal programs and audit related issues, chair the *A-133 Referent Group*, oversee the annual revisions to the *Michigan School Auditing Manual*, participate in the *Bulletin 1022 Committee*, analyze the performance of CPA firms and conduct quality control reviews of substandard performers, professional conferences presentations, special projects.

Thomas E. Howell

Page Two

Auditor P11, Michigan Department of Education, Lansing, MI (Sept.94 to Aug.97)

Duties: OMB Circular A-133 audits for compliance with Federal, State, and Local laws and regulations. Technical assistance and on-site quality control reviews of CPA firms.

Auditor, Blue Cross Blue Shield of Michigan, East Lansing, MI (Dec. 92 to Sept. 94)

Duties: Both onsite and offsite audits of hospital cost reports and analysis of the various segments of each entity for BCBSM and the Medicare Program.

EDUCATION:

Western Michigan University, Kalamazoo, Michigan

Masters of Public Administration, April 2000

Central Michigan University, Mt. Pleasant, Michigan

B.S. in Business Administration, Major: **Accounting**, May 1992

Lansing Community College, Lansing, Michigan

Associates Degree in Business, August 1990

ACTIVITIES AND HONORS:

National Center for Educational Statistics Forum Liaison – winter 2009 to present

State Educational Data Managers Working Group – Co-Chair, 2006-09

Educational Policy Fellowship Program (EPFP), Michigan, 1998-99

Bulletin 1022 (Michigan School Accounting Manual) - Referent Group Member, 1997-99, 03-09

Boy Scouts of America – Cub Scout Leader 2007 to present

Volunteer financial work with a local church – 1993 to present

Holt Parks & Recreation Soccer Coach and Baseball Coach – 2000-2006

A-133 Referent Group (MDE) - Chairperson, 1997-99

Sigma Iota Epsilon - Vice President (National Honor Society in Business), 1991-92

Student Accounting Society (S.A.S.) - Secretary, 1991-92

S.A.S. - Dues & Banking Committee, Promotional Committee

S.A.S. - Outstanding Member Award Sp. 92, fall 92

LCC, Divisional Award Scholarship in Business

Formal Education

Aug 97–May 04 Doctor of Philosophy—Michigan State University

- Department: Counseling, Educational Psychology, and Special Education
- Program: Measurement and Quantitative Methods
- Emphases: Hierarchical Linear Models, Accountability, Multidimensional Item Response Theory
- Dissertation: The Effects of Construct Shift on the Results of Growth and Accountability Models
- GPA: 4.00
- Academic honors: 4-year University Distinguished Fellowship, 1-year Spencer Foundation Research Training Grant Fellowship, 1-year University Dissertation Completion Fellowship

Aug 94–Aug 97 Master of Science—Brigham Young University

- Department: Instructional Science / Instructional Psychology & Technology
- Program: Instructional Design
- Emphases: Measurement, Design, Computer Assisted Education
- Project: Exchangeability of Two Modes of Performance Assessment
- GPA: 3.96

Jan 91–Aug 94 Bachelor of Arts—Brigham Young University

- Major: Linguistics
- Minor: Language and Computers
- Emphases: Historical Linguistics, Phonology, Computer Assisted Language Instruction
- GPA: 3.96
- Academic honors: Graduation *summa cum laude*, 4-Year University Trustees Scholarship, Undergraduate Research and Creative Work Award

Professional Affiliations

- Alumnus, Michigan Educational Policy Fellowship Program, Institute for Educational Leadership 08-present
- American Educational Research Association (AERA) 97-present
- National Council on Measurement in Education (NCME) 97-present

Post-PhD Employment History

Director, Office of Educational Assessment & Accountability (OEAA)/Michigan

Department of Education (MDE) Sep 07–present

Major Duties:

- Interview and hire OEAA staff, and well as manage, evaluate, and discipline between 25 and 50 OEAA staff
- Manage development of OEAA requests for proposals, coordinate bid reviews and contract awards with Michigan's Department of Management & Budget (DMB), and manage OEAA contracts and contractor performance with DMB
- Manage in-sourcing of contractor-performed assessment program functions
- Manage OEAA budgets and grants

- Manage OEAA changes to, implementation of, technical quality, and legislative/regulatory compliance of OEAA programs
- Manage OEAA submissions of peer review evidence for OEAA assessment programs
- Manage OEAA yearly conferences for educators
- Manage OEAA information technology infrastructure
- Manage an overhaul of OEAA culture
- Manage documentation of OEAA policies, processes, procedures, and business rules
- Coordinate OEAA activities with other MDE offices and other state agencies
- Testify before legislative committees concerning OEAA programs, and review introduced/pending legislation
- Manage OEAA communications with stakeholders
- Manage OEAA technical and policy advisory committees and subcommittees
- Provide policy advice and analysis concerning assessment & accountability to senior MDE officials
- Provide expertise in K-12 assessment & accountability to statewide professional educational organizations
- Develop and implement assessment and accountability policy

Note: I was Interim Director from Sep 07 to Dec 08

Manager of General Assessment, OEAA/MDE

Dec 06–Sep 07

Major Duties:

- Interview and hire assessment unit staff, and well as manage and evaluate 16 staff
- Prepare requests for proposals for external contractors to perform statewide assessment duties
- Oversee all aspects of OEAA general academic assessment programs

Psychometrician, OEAA/MDE

Aug 04–Aug 07

Major Duties

- Serve as the statewide leader in psychometric procedures
- Gatekeeper of external requests for data, charged with evaluating research proposals for use of student data
- Psychometric, statistical, and methodological consulting for OEAA, the State Board of Education, and any other office in MDE needing psychometric/statistical/methodological analysis or advice
- Oversee performance of psychometric and statistical aspects of external contractor responsibilities
- Presenting proposals for and results of research efforts to the State Board of Education
- Devise methods of measuring student growth over multiple years for the State Accreditation/Accountability system
- Devise methods of more accurately calculating Adequate Yearly Progress for schools under No Child Left Behind
- Contribute to the development of a data warehouse for State assessment data
- Develop the psychometric portions of RFP for external contractors to perform statewide assessment development, administration, scoring, and reporting duties in Michigan's statewide K-12 assessments
- Develop a Quality Control plan for OEAA

- Coordinate Technical Advisory Committee (TAC) meetings with the TAC chair, TAC members, OEAA staff, and contractor staff
- Coordinate a program of scholarly research for OEAA, including the management of several contracted employees from the graduate programs in education at Michigan State University.

Major Unpublished Works

Martineau, J. A. (2004). *The Effect of Construct Shift on the Results of Growth and Accountability Models*. Unpublished doctoral dissertation, Michigan State University.

Martineau, J. A. (1997). *Exchangeability of Two Modes of Performance Assessment*. Unpublished masters project, Brigham Young University.

Published Works

Martineau, J. A. (2009). Measuring Student Achievement Growth at the High School Level. In L. M. Pinkus. (Ed.). *Meaningful Measurement: The Role of Assessments in Improving High School Education in the Twenty-First Century*. Alliance for Excellent Education, Washington, DC.

Martineau, J. A., Subedi, D., Ward, K., Li, T., Diao, Q., Drake, S., Kao, S.-C., Li, X., Lu, Y., Pang, F.-H., Song, T., Zheng, Y. (2007). Non-Linear Scale Trajectories through Multidimensional Content Spaces: A Critical Examination of the Common Psychometric Claims of Unidimensionality, Linearity, and Interval-Level Measurement. In Lissitz R.W. (Ed.). *Assessing and Modeling Cognitive Development in School: Intellectual Growth and Standard Setting*. JAM Press, Maple Grove, MN.

Martineau, J. A. (2007). An Expansion and Practical Evaluation of Expected Classification Accuracy. *Applied Psychological Measurement*. 31(3).

Martineau, J. A., Paek, P., Keene, J., & Hirsch, T. (2007). Integrated, Comprehensive Alignment as a Foundation for Measuring Student Progress. *Educational Measurement: Issues & Practice*. 26(1), 28-35.

Purcell-Gates, V., Duke, N. K., **Martineau, J. A.** (2007). Learning to Read and Write Genre-Specific Text: The Roles of Authentic Experience and Explicit Teaching. *Reading Research Quarterly*, 41(1), 8-45.

Martineau, J. A. (2006). Distorting Value Added: The Use of Longitudinal, Vertically Scaled Student Achievement Data for Value-Added Accountability. *Journal of Educational and Behavioral Statistics*, 31(1), 35-62.

Rigney, S. L., & **Martineau, J. A.** (2006). NCLB and Growth Models: In Conflict or in Concert? In Lissitz R.W. (Ed.). *Longitudinal and Value Added Models of Student Performance*. JAM Press, Maple Grove, MN.

Paris, S. G., Pearson, P. D., Cervetti G., Carpenter, R., Paris, A. H., DeGroot, J., Mercer, M., Schnabel, K., **Martineau, J. A.**, Papanastasiou, E. C., Flukes, J., Humphrey, K., & Bashore-Berg, T. (2004). Assessing the Effectiveness of Summer Reading Programs, in Borman, G. D., & Boulay, M. (Eds.), *Summer Learning: Theory, Methods and Empirical Findings*. Mahwah, NJ: Lawrence Erlbaum Associates.

Martineau, J. A. (2006). BOOK REVIEW: Value Added Models in Education: Theory and Practice, Edited by Robert Lissitz. *Applied Psychological Measurement*, 30(3), 249-252.

Girod, M., **Martineau, J. A.**, & Zhao, Y. (2004). After-School Computer Clubhouses and At-Risk Teens. *American Secondary Education*, 32(3), 63-76.

Michael Patrick McGroarty
mcgroartym@michigan.gov

Functional Summary

Over twelve years of experience in project management, database management, data analysis, data warehouse design, software and systems planning, design, and development for government and businesses. Strong customer communication and customer relation skills. Responsible for the completion of data warehousing, client-server and web-based projects using the latest design and development technologies.

Employment History

Longitudinal Data Manager – State Administrative Manager 15

March 2007 to Present

State of Michigan Department of Management and Budget – Center for Educational Performance and Information (CEPI)

Lansing, Michigan

- Managing CEPI's Longitudinal Data Unit which is responsible for activities surrounding analysis and reporting of the State of Michigan's educational data
- Improve and manage statewide efforts for submitting data to the U.S. Department of Education's EDFacts system including Common Core Data and Consolidated State Performance Report data.
- Administering the Graduation and Dropout Review and Comment application
- Manage Michigan eTranscript initiative procurement and implementation
- Developed methodology for calculating and reporting statewide cohort graduation and dropout rates
- Leading the design and execution of data imports, exports, reports, and ad-hoc queries from statewide databases
- Manage the development of plans and processes for improvement of submitting EDFacts data in accordance with EDFacts Data Coordination Task Orders.
- Developing position descriptions, interview criteria, hiring new staff for the Longitudinal Data Unit
- Assisting in writing federal grant application narratives and budgets for U.S. Department of Education Institute of Educational Sciences Statewide Longitudinal Data Systems grants and other American Recovery and Reinvestment Act related grants.
- Coordinate annual Data Quality Campaign Survey completion for Michigan
- Michigan's representative on the Council of Chief State School Officers (CCSSO) Education Information Management Advisory Consortium (EIMAC) Longitudinal Data Subcommittee

Data Quality Administrator – Departmental Specialist 15

September 2004 to March 2007

State of Michigan Department of Education - Office of Educational Assessment and Accountability

Lansing, Michigan

- Ensuring the quality of Michigan assessment data released to the public and research institutions
- Reporting assessment data required by the federal government
- Leading the design and execution of data imports, exports, reports, and ad-hoc queries
- Scheduling, designing, and developing database solutions and data models for OEAA applications
- Approving database interface solutions including queries and model changes
- Assessment liaison to CEPI Decision Support System project
- Analyzing and improving existing Department of Education databases

Database Administrator – Information Technology Specialist 14

August 2002 to September 2004

*State of Michigan Department of Information Technology - Agency Services
Serving the Center for Educational Performance and Information and the Department of Education
Lansing, Michigan*

- Performing database administrator duties for CEPI and MDE
- Leading CEPI data warehouse and Single Sign-on project teams
- Designing and developing database data models for applications including the Single Record Student Database
- Planning and gathering requirements for and designing CEPI data warehouse
- Assigning tasks and approving work for CEPI data warehouse team
- Planning, analyzing, and developing improvements to customers' existing databases
- Designing and executing imports, exports, reports, and ad-hoc queries
- Developing and implementing mechanisms for securing CEPI and MDE data
- Backup for unit manager during extended absences

Project Director - Senior Software Consultant

October 1998 to August 2002

*Analysts International Sequoia Services/Sequoia NET.com,
Auburn Hills and Lansing, Michigan*

- Generating proposals and gathering requirements from customers
- Assigning project roles and tasks to team members
- Designing and developing data warehouse, database, web, and client-server solutions
- Conducting employee evaluations and new hire interviews

Programmer/Analyst

May 1997 to October 1998

New World Systems Troy, Michigan

- Developer of prototype application where technologies were introduced to the company's sales and marketing departments
- Developed documentation for conceptual, logical, and physical design phases

Education

SAS Training – Base and Applied Analytics
SAS Server Administration

*April 2008
July 2009*

State of Michigan Project Management Certification

February 2004

- Completed required coursework and novice certification exam

B.S. Computer Information Systems

Fall 1991 – Spring 1997, Summer 2002

Ferris State University Big Rapids, MI

- Completed all but one required curriculum classes for the CIS major under the PC Programming emphasis at Ferris State (Fall 1991 – Spring 1997)
- Completed remaining Principles of Finance class at Lansing Community College and transferred credits back to Ferris State (Summer 2002)

Microsoft Certified Professional
MCP ID # 1462758

*September 1999,
March 2002*

Paul Bielawski

Education

Bachelor of Arts: Albion College, Albion, Michigan

Master of Arts: University of Michigan, School of Education, Ann Arbor, Michigan
Specialization in Curriculum and Instruction

Additional Graduate Administration Studies: University of Michigan, School of Education, Ann Arbor, Michigan
Concentration in Educational Policy, Foundations, and

Doctoral coursework and examinations completed

Certification: Michigan Elementary Teachers' Certificate with Bilingual Endorsement

Experience

2009-Present School Data Manager
State of Michigan
Center for Educational Performance and Information
Manage staff responsible for collection, storage, retrieval and reporting of Michigan school data, including directory information, educational personnel, crime and safety, and financial data. Data quality and validity are highlighted. A major emphasis is on use of data for changes to educational policy.

2004-2009 Manager, School Accountability Program
Michigan Department of Education
Operation of Michigan's school accountability system including Adequate Yearly Progress (AYP) under the federal No Child Left behind Act and school accreditation under the State School Code. Duties include public reporting of School Report Cards and resolution of appeals and data corrections. Emphasis on data coordination including data from Michigan's assessment systems and the Single Record Student Database.

2001-2004 Special Assistant for Underperforming Schools
Michigan Department of Education
Design and implementation of a state accountability system that focuses on high standards and uses multiple measures. Coordination of programs to help low performing schools to improve student achievement.

1999-2001 Supervisor, School Restructuring and Accountability
Michigan Department of Education

Implementation of state school accreditation system including data collection and reporting. Development of a common school improvement planning template and protocol. Development of guidance for schools on requirements for local assessment.

- 1996-1999, 2001 Supervisor, Curriculum Development Program
Michigan Department of Education
Leadership for core curriculum, development and implementation of curriculum standards, technical assistance, instructional materials development, and professional development in English language arts, mathematics, science, social studies, arts education world languages and technology integration. Promoted high standards for all students through the *Michigan Curriculum Framework*. Developed CD-ROM and web versions of the Framework for statewide use. Facilitated alignment of teacher preparation standards and K-12 content standards. Lead a cross-disciplinary team to develop educational technology integration guide to emphasize the use of technology to promote student learning in all content areas.
- 1994-1997 Mathematics and Science Coordinator,
Curriculum Development Program,
Michigan Department of Education
Coordination of Department of Education initiatives for the improvement of mathematics and science education including curriculum framework projects for mathematics and science, the Mathematics and Science Centers Network, and the Eisenhower Math and Science Professional Development Program. Served on the *Michigan Curriculum Framework* design team and lead public review of the *Michigan Curriculum Framework*. Lead *Instructional Technology Across the Curriculum* task force to develop tools for technology integration.
- 1989-1994 Chapter 2 Coordinator, Office of Grants and Technology,
Michigan Department of Education
Administration and evaluation of the federal education formula grant program including supervision of grants to all Michigan school districts emphasizing systemic change through school improvement, educational technology, training and staff development, and programs for at-risk students. Developed a shared data access system for on-line retrieval of program information. Developed evaluation and performance reports.
- 1985-1994 Grants Administration Consultant, Office of Grants and
Technology,
Michigan Department of Education

Coordination of the Eisenhower Demonstration and Exemplary Competitive Grant Program to identify, develop, and disseminate successful projects in math, science, technology and world languages. Developed models for technology integration and support in academic areas.

1983-1984: Special Assistant to the Superintendent, Michigan Department of Education
Special assignment to coordinate educational reform policy.

1979-1985 Education Consultant, Michigan Department of Education
Coordination of federal grant programs. Duties included consulting and training in program development, grant writing, and evaluation.

1977 Instructor, University of Michigan
Teaching education policy and methodology classes.

1977 - 1979 Education Specialist, Michigan Department of Education
Program planning, budgeting, and management support including statistical reporting.

Publications

Editor of *Implementer's Guide to Growth Models*, Council of Chief State School Officers, 2008

Editor of *Guide to United States Department of Education Growth Model Pilot Program 2005-2008*, Council of Chief State School Officers, 2009

Review of *The Truth About Testing: An Educator's Call to Action* by W. James Popham, Teachers College Record, Volume 105 Number 1, 2003

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:

Title: Pages: **4** Uploaded File: **S:\Grants Office\Work Area\Grant Programs\Federal Grants\Statewide Longitudinal Data Systems ARRA (84.384A)\09-10\Application\Appendix C table_v5.pdf**

Appendix C

Table 1: Current and Proposed Statuses of SLDS by Capabilities and Data Elements

Capabilities	Current Status	Proposed Status with new SLDS Funding	Related Project Outcomes
(C1) Examine student progress and outcomes through preschool, postsecondary and into the workforce	PK-12 ready with SLDS 06 PSE and workforce prototype in progress with SLDS 09	Improved	1. Information access 3. Data system linkages
(C2) Enable exchange of data among agencies and institutions	In progress with SLDS 09	Improved	1. Information access 3. Data system linkages
(C3) Link teacher and student data (See also D5.)	Planned	Under Development	2. Instructional connections
(C4) Match teachers with information about their preparation & certification programs.	The certification system is being re-written to align with staffing data using state funds. Additional work is needed to return information to preparation programs.	Improved	2. Instructional connections
(C5) Easily generated data for continuous improvement & decision making.	Prototype ready with Title II(d) funding, although limited currently to assessment results only.	Improved	1. Information access 2. Instructional connections 3. Data system linkages 4. Stronger analytics
(C6) Ensure quality and integrity of data (See also D10.)	Ready for PK-12 with SLDS 06 and SLDS 09	Improved	3. Data system linkages
(C7) Ability to meet reporting requirements of the Department.	In progress with SLDS 09	Complete	1. Information access 2. Instructional connections 3. Data system linkages

Data Elements		Current Status	Proposed Status with New SLDS Funding	Related Project Outcomes
(D1) Statewide Student Identifier		Ready for PK-12 with SLDS 06 expand to PSE with SLDS 09	Improved	3. Data system linkages
(D2) Student-level enrollment, demographic, & participation data		Ready for PK-12 with SLDS 06 In progress for PSE with SLDS 09	Improved	3. Data system linkages
(D3) Student-level graduation, transfer, & dropout data		Ready for PK-12 with SLDS 06 In progress for PSE with SLDS 09	Improved	3. Data system linkages
(D4) Ability of K-12 and higher education data systems to communicate		Prototype in progress with SLDS 09	Under Development	3. Data system linkages
(D5) Audit systems to address data quality, validity, and reliability		Ready for PK-12 with SLDS 06 and SLDS 09	Improved	3. Data system linkages 4. Stronger analytics
(D6) Yearly assessment records of students		Ready with SLDS 09	Complete	1. Information access
(D7) Information on students not tested		In progress with state assessment funding	Complete	1. Information access
(D8) Teacher identifier system linked to students		Planned	Improved	2. Instructional connections
(D9) Student-level transcript data		In progress with state funding	Complete	3. Data system linkages
(D10) Student-level college readiness scores		Ready with state funding	Improved	3. Data system linkages
(D11) Successful student transition to higher education with remediation information		Prototype in progress with SLDS 09	Under Development	1. Information access 3. Data system linkages 4. Stronger analytics
(D12) Other information necessary for success in higher education		Planned	Under Development	4. Stronger analytics

Table 2: Capabilities and Data Elements by Focal Project Outcomes

Capabilities	1. Information Access	2. Instructional Connections	3. Data System Linkages	4. Stronger Analytics
(C1) Examine student progress and outcomes through preschool, postsecondary and into the workforce	D		A-C, F-J, N	
(C2) Enable exchange of data among agencies and institutions	G-I		K-M	
(C3) Link teacher and student data		A, B, D-G		
(C4) Match teachers with information about their preparation & certification programs.		H-I		
(C5) Easily generated data for continuous improvement & decision making.	A-F	F	F, J-N,	A-C
(C6) Ensure quality and integrity of data			D, J, N	
(C7) Ability to meet reporting requirements of the Department.	D, F, H	C, E, I	E, F, J, M, N	
Data Elements	1. Information Access	2. Instructional Connections	3. Data System Linkages	4. Stronger Analytics
(D1) Statewide Student Identifier			D	
(D2) Student-level enrollment, demographic, & participation data			C, I	
(D3) Student-level graduation, transfer, & dropout data			C	
(D4) Ability of K-12 and higher education data systems to communicate			A-D, I-J, K	
(D5) Audit systems to address data quality, validity, and reliability			D, J, N	

(D6) Yearly assessment records of students	G-I				
(D7) Information on students not tested	G-I				
(D8) Teacher identifier system linked to students		A-G			
(D9) Student-level transcript data			A-D		
(D10) Student-level college readiness scores			N		
(D11) Successful student transition to higher education with remediation information			A-D	C	
(D12) Other information necessary for success in higher education				A-C	

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: Pages: 7 Uploaded File: S:\Grants Office\Work Area\Grant Programs\Federal Grants\Statewide Longitudinal Data Systems ARRA (84.384A)\09-10\Application\Appendix D-Letters of Support.pdf



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
OFFICE OF THE GOVERNOR
LANSING

JOHN D. CHERRY, JR.
LT. GOVERNOR

December 2, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, N.W., Room 9023
Washington, D.C. 20006-5651

Dear Dr. Gould:

I am writing to express my full support of the proposal submitted by the Center for Education Performance and Information (CEPI) to enhance Michigan's statewide longitudinal data system.

As Michigan transitions from an industrial economy to one that is knowledge based, we recognize the need to cultivate a highly-educated population. This award is the catalyst we need to move into the next stage of our education transformation.

In 2004, I called for doubling the number of Michigan residents with college degrees and other post-secondary credentials of value within ten years based on the recommendations of the Lieutenant Governor's Commission on Higher Education and Economic Growth (Cherry Commission). The Cherry Commission recommended that Michigan create a functioning lifelong education tracking system with information from multiple data sources.

With the leadership of CEPI, the Michigan Department of Education (MDE), and the Michigan Department of Information Technology (MDIT), we have made great strides in the implementation of our data system. Specifically, CEPI now has the capacity to:

- Construct a unique statewide student identifier;
- Collect student-level enrollment, demographic, and program participation information for PK-12 students as well as student-level college readiness test scores;
- Calculate annual and four-year cohort graduation rates;
- Exchange, collect, and store student-level transcript information; and
- Audit its data system to assess data quality, validity, and reliability.

Dr. Tate Gould
Page Two
November 30, 2009

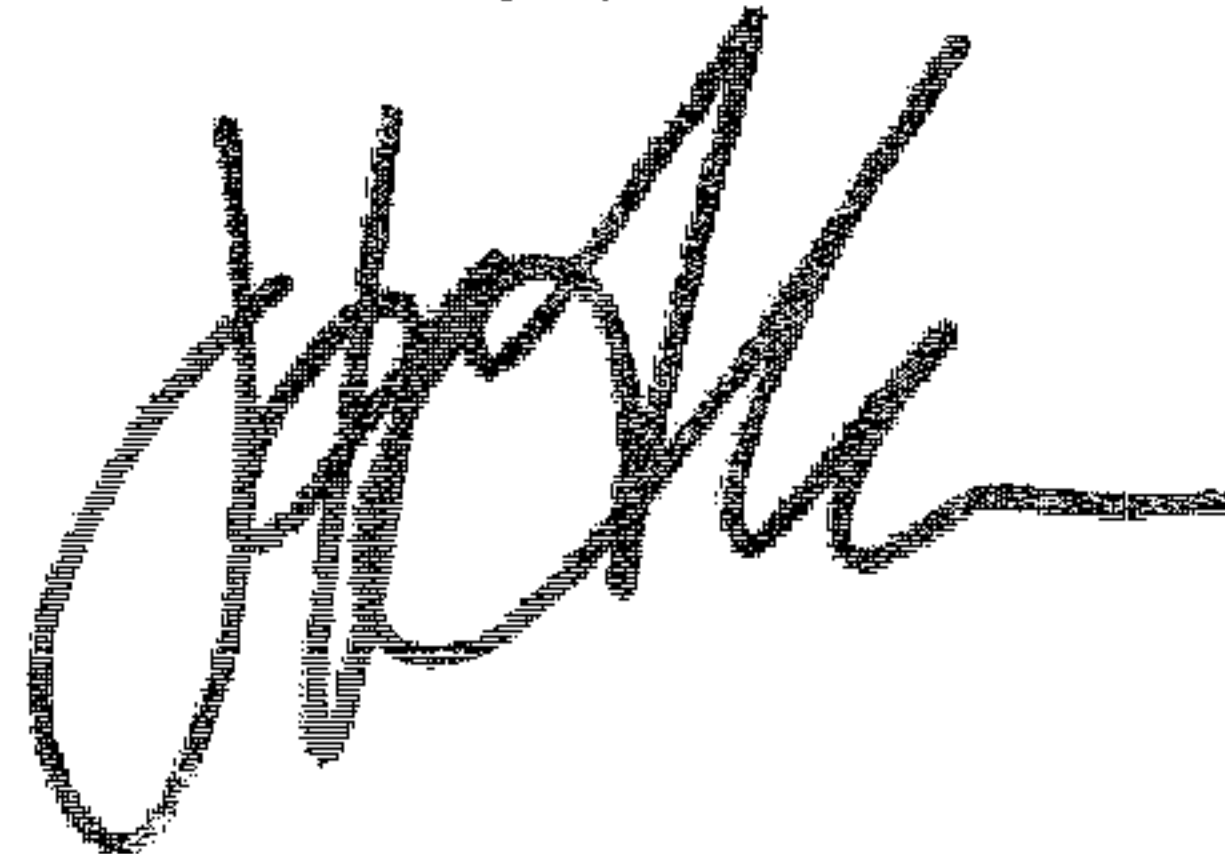
The announcement of the Race to the Top grant program has further bolstered Michigan's commitment to improving its current PK-12 data system. When combined with resources the state has currently committed to the data system, the State Longitudinal Data System (SLDS) 2010 grant would allow CEPI to implement significant enhancements. Among other improvements, CEPI will:

- Establish a Web portal for end users (including teachers, parents, and researchers) to query and analyze education data;
- Link teacher-level data to student-level data in order to drive instructional reform;
- Communicate with post-secondary education and labor data systems to capture high-quality data on the full spectrum of educational experiences – from early childhood to workforce;
- Convene a research collaborative modeled on the Consortium on Chicago School research to identify reporting and analysis needs; and
- Gather information on untested students and the reasons they were not tested to identify patterns associated with specific student populations and ensure that all students are held to high expectations.

These advances in our education data system provide the necessary infrastructure to make decisions and justify reforms driven by high-quality data. CEPI's role in these efforts is critical. Despite facing an unprecedented fiscal crisis in our state, I have recommended continued funding for CEPI in my budget and will continue to do so.

I wholeheartedly support this proposal and appreciate your commitment to providing states with the resources necessary to build robust data systems.

Sincerely yours,



Jennifer M. Granholm
Governor



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF ENERGY, LABOR & ECONOMIC GROWTH
LANSING

STANLEY "SKIP" PRUSS
DIRECTOR

December 2, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

The Michigan Department of Energy, Labor & Economic Growth is pleased to support Michigan Department of Education's State Longitudinal Data System Grant. We are partners in this application because we strongly believe it will enhance the collection and interpretation of data regarding Michigan's adult, postsecondary education, and workforce system. In addition, it will establish a productive and effective partnership with the Center for Educational Performance and Measurement (CEPI) as we explore options to expand the data collected in the P-20 system.

Michigan's No Worker Left Behind and Adult Learning Transformation initiatives have demonstrated a growing need to better understand adult learners' participation in both adult basic and postsecondary education and the impacts of educational attainment on employment outcomes. By including the full range of relevant data in CEPI, we are hoping to analyze and evaluate adult learner policies and institutional practices and identify the need for future policy and programmatic changes.

This proposal presents a unique opportunity to facilitate the planning and implementation of these data system components. Although Michigan has data collection systems in place, this grant will allow us to expand our partnership and access to technical expertise in adult learning data collection and analysis.

Again, thank you for the opportunity to work toward integration of our need for mutual information and data systems in the state's longitudinal data system. The information produced will be invaluable in our efforts to improve access, participation and attainment in postsecondary education and employment. We are certain that with partnerships such as this we will identify meaningful ways to better understand Michigan's adult learner educational outcomes and the impacts on the workforce.

Sincerely,

Andrew S. Levin
Chief Workforce Officer, State of Michigan
Deputy Director, Department of Energy, Labor & Economic Growth

cc: Center for Educational Performance and Measurement Staff

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JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 2, 2009

To Whom It May Concern:

On behalf of the Michigan Department of Education, I am writing to express my support for Michigan's longitudinal data system initiative. The aim of this initiative is to support the collection and analysis of pre-kindergarten through postsecondary education data (P-20). I am confident this will strengthen Michigan's ability to make data-driven decisions to improve student learning and achievement. Not only will this type of longitudinal data assist our state in tracking each student's progress, connecting student data from elementary through postsecondary education also will greatly enhance how we train teachers in our teacher preparation programs.

Developing a State Longitudinal Data System (SLDS) also plays an integral role in Michigan's coordinated drive to achieve statewide, systemic educational reform. The SLDS grant will support Michigan's other efforts related to the State Fiscal Stabilization Fund application and the Race to the Top application. We have challenged the educational community to ensure student achievement is the cornerstone in every district, school, and classroom. Legislation is in development to support this mission as we are crafting bills that ensure we have rigorous evaluations and accountability measures for both teachers and administrators; that direct expeditious and successful interventions for low-performing schools; and that provide alternative routes to teacher certification to achieve a diverse pool of outstanding teachers for Michigan's students. The ability to construct and utilize an SLDS is foundational to the success of these efforts.

It is my desire that ALL students are given the educational opportunity and support to reach their full potential. I am confident that your support for Michigan's SLDS grant application will ensure we achieve a world-class, 21st century education system for Michigan's children.

Sincerely,

Michael P. Flanagan
Superintendent of Public Instruction

STATE BOARD OF EDUCATION

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www.michigan.gov/mde • (517) 373-3324

101 S. Washington Square
Suite 600
Lansing, Michigan 48933



Phone: 517.482.1563
Facsimile: 517.482.1241
www.pesum.org

November 24, 2009

Mr. Thomas Howell
Director, Center for Educational Performance and Information
P.O. Box 30008
Lansing, Michigan 48909

Re: P-20 Longitudinal Data Analysis

Dear Mr. Howell,

On behalf of the Presidents Council, State Universities of Michigan, I am writing to express our support for the longitudinal data system grant project supporting the analysis of pre-kindergarten through postsecondary education data (P-20). Our 15 public 4-year universities feel that connecting student data from secondary through postsecondary education will greatly enhance student and high school program participation outcomes. The creation of a P-20 longitudinal data partnership between the Center for Educational Performance and Information (CEPI) and our universities will serve instrumental in establishing a foundation of continuous student achievement guided by quality data.

Through the analysis and aggregate use of the P-20 longitudinal data, we feel that the students of Michigan will benefit by enabling both secondary and postsecondary institutions to make informed decisions about the improvement of preparatory education for students as they transition into institutions of higher learning. This data partnership will also provide our universities with valuable new information to develop and make visible measures of student progress and success.

We also agree that the creation of a P-20 Council to address policy concerns, data collection, analysis, data exchange, and subsequent reporting developed through this collaboration would prove to be an invaluable asset to this effort. Further delegating the guidance provided from the P-20 Council onto pre-K, secondary, and postsecondary work groups and research collaborative teams would also ensure that the initiatives and agendas of the research community remain aligned with the goals of this partnership.

We look forward to working collaboratively with CEPI and furthering the P-20 data conversation to continue to build relationships between school districts and postsecondary institutions so that we all can work together to improve the success of Michigan's students.

Sincerely,

A handwritten signature in cursive script that reads "Michael A. Boulus".

Michael A. Boulus
Executive Director

Central Michigan University
Eastern Michigan University
Ferris State University
Grand Valley State University
Lake Superior State University
Michigan State University
Michigan Technological University
Northern Michigan University



Oakland University
Saginaw Valley State University
The University of Michigan - Ann Arbor
The University of Michigan - Dearborn
The University of Michigan - Flint
Wayne State University
Western Michigan University



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF TREASURY
LANSING

ROBERT J. KLEINE
STATE TREASURER

December 2, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Dr. Gould:

The Michigan Department of Treasury (Treasury) supports the goals and objectives of the grant application for statewide longitudinal data systems (SLDS). Treasury has a history of successful collaboration and data sharing with the Michigan Department of Education and other state agencies and we welcome the future opportunities that the funding from this grant would provide.

The mission of Treasury's Student Financial Services Bureau (SFS) is to excel in assisting citizens to pursue postsecondary education by providing equality of access to student financial resources and information. The proposed expansion and improvement activities would assist SFS with this mission by providing a central repository for student data. With increased efficiencies and better access to data, SFS would have the ability to track students throughout their postsecondary education, be able to evaluate financial aid across time, and demonstrate the correlated impact of state aid on students. Additionally, this would allow policy makers to make informed decisions on how to best utilize available funds to provide access to higher education.

Treasury recognizes that if the application is funded, the project will require time and resources from various state agencies. Treasury is committed to providing the necessary assistance to make the project successful.

Sincerely,

A handwritten signature in cursive script that reads "Patricia W. Scott".

Patricia W. Scott, Director
Student Financial Services Bureau

430 WEST ALLEGAN STREET • LANSING, MICHIGAN 48922
www.michigan.gov/treasury • (517) 373-3200

H:\Kiefer\SLDS Grant.doc



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Community College
Ironwood
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Community College
Grand Rapids
Henry Ford
Community College
Dearborn
Jackson
Community College
Jackson
Kalamazoo Valley
Community College
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Kellogg
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Battle Creek
Kirtland
Community College
Roscommon
Lake Michigan
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Harrison
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Sidney
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Schoolcraft
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Livonia
Southwestern
Michigan College
Dowagiac
Washtenaw
Community College
Ann Arbor
Wayne County
Community College
Detroit
West Shore
Community College
Scottville

December 4, 2009

Mr. Thomas Howell
Director, Center for Educational Performance and Information
PO Box 30008
Lansing, Michigan 48909

Re: P-20 Longitudinal Data Analysis

Dear Mr. Howell,

On behalf of the Michigan Community College Association I am writing to express our support for the longitudinal data system grant project supporting the analysis of pre-kindergarten through postsecondary education data (P-20). The creation of a P-20 longitudinal data partnership between the Center for Educational Performance and Information (CEPI) and our 28 community colleges will provide a foundation for continuous student achievement guided by quality data.

As you have suggested, the creation of a P-20 Council to address policy concerns, data collection, analysis, data exchange, and subsequent reporting developed through this collaboration would prove to be a valuable asset to this effort. Further delegating the guidance provided from the P-20 Council onto pre-K, secondary, and postsecondary work groups and research collaborative teams would also ensure that the initiatives and agendas of the research community remain aligned with the goals of this partnership. This effort must begin as soon as possible.

We look forward to working collaboratively with CEPI and furthering the P-20 data conversation to continue to build relationships between school districts and postsecondary institutions so that we can all work together to improve the success of Michigan's students.

Sincerely,

Michael Hansen, President

sss/cepiletter120409

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:

Title: Pages: 7 Uploaded File: S:\Grants Office\Work Area\Grant Programs\Federal Grants\Statewide Longitudinal Data Systems ARRA (84.384A)\09-10\Application\Budget\SLDS2010 Budget Narrative.pdf

Michigan Department of Education Budget Narrative

1. Personnel (MDE)	Annual	% FTE Per Year	Per Year	Total Amount
MDE: SLDS Liaison	72,000	50%	36,000	108,000

The MDE SLDS Liaison will be responsible for ensuring that the department interests and responsibilities for participating in the P-20 Council are met and will gather department-wide feedback and input relative to the overall SLDS effort. It is important that one individual coordinate the department's efforts related to the SLDS grant activities and provide timely input to CEPI. All other grant staffing is contracted to CEPI.

2. Fringe Benefits (MDE)

MDE: SLDS Liaison	28,800	50%	14,400	43,200
Total Salary + Fringes			\$	151,200

Fringe benefits attributable to direct salaries and wages are treated as direct costs of the grant. The fringe benefits amount is based on comparable positions in state classified service and includes retirement, longevity and insurances.

3. Travel (MDE)

In-State/Local				
Mileage	\$0.430 /mile			
	100 mile/mo		1,548	1,548
Per Diem	\$100 /day (2 overnights/yr)		600	600
In-State subtotal			2,148	2,148

A total of \$2,148 is requested to support in-state travel for the MDE staff associated with the grant. Michigan's mileage reimbursement rate is \$0.43 per mile. The travel will be related to state-level coordination meetings with Universities, Community Colleges, Intermediate School Districts, Local School Districts and Public School Academies. The number of overnights have been limited to six.

Out-of-State				
airfare and per diems	\$0 ea.			0
Out-of-State subtotal				-
Sub-Total Travel:			\$	-

There is no out-of-state travel anticipated for the MDE roles on the grant. No dollars have been allocated in this line item.

4. Equipment

Sub-total Equipment:	n/a		\$	-
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There is no equipment being directly purchased by MDE related to this project. These project needs are included in the contractor portion of the budget (purchased by CEPI/DIT).

5. Supplies (MDE)

General office	\$50 /mo			1,800
Office PC				0
Sub-total Supplies:			\$	1,800

General Office - The cost of supplies (pens, paper, files, etc) and computer software supplies (software, printer toner, fax toner, etc), it is estimated that \$50 per month x 12 months and will help cover costs for the MDE staff associated with the grant. These supplies will be used to carry out daily activities related to the project.

6. Contractual

CEPI/MDIT-Staff	3,352,200
CEPI/MDIT-Other	588,102
Requirements Gathering - Emphasis on Adult Learners and Workforce	200,000
MSDS Enhancements (teacher/student connection)	200,000
Student Financial Aid and Scholarship Connections	100,000
Data Model and ETL Development	3,000,000
Portal and Report Development	2,500,000
Professional Development and Materials	800,000
P-20 Council Per Diems	64,000
Research Collaborative Studies	300,000
Teacher Certification System Enhancements	400,000
Postsecondary UIC Acceptance	1,210,000
ISD/LEA Teacher/Student Connection	3,600,000
	\$ 16,314,302

CEPI/MDIT - The Center for Educational Performance and Information (CEPI) and the Michigan Department of Information Technology (MDIT) will coordinate and oversee the project components and outcomes. CEPI's expertise is in school, staff and student data collection and tracking, and MDIT is the technology arm of state government in Michigan. Together the two state agencies will be responsible for overseeing and completing the project deliverables.

CEPI/MDIT-Other - As subcontractors to MDE on this project, all costs associated with contractor travel, rent, phones, office supplies & materials, equipment, software and IT hosting charges are included in this amount. This amount is detailed out on the "Contractor Totals by Project" tab.

Requirements Gathering - Emphasis on Adult Learners and Workforce - This item reflects the estimated cost of outside contractor services related to project deliverables for project component 1, outcome A; component 2, outcome A; and component 3, outcome E, G, H, L.

MSDS Enhancements (teacher/student connection) - This item reflects the estimated cost of outside contractor services related to the project component 2, outcome B; and component 3, outcome D, N.

Student Financial Aid and Scholarship Connections - This item reflects the estimated cost of outside contractors to ready the financial aid and scholarship systems to interact with the Unique identification code process and to prepare data extracts for use in the SLDS.

Data Model and ETL Development - This item reflects the estimated cost of outside contractor services related to project component 1, outcome I; component 2, outcomes C, D, I; and component 3, B, C, and I, K.

Portal and Report Development - This item reflects the estimated cost of contractor services related to project component 1, outcomes B, C, D, E, F, H; and component 2, outcome E, F; and component 3, outcome F, J and M.

Professional Development and Materials - All training materials, user guides, help aids and other web-based materials will be provided via outside contractor through this line item. Additionally, professional trainers will be used to meet project component 2, outcome G.

P-20 Council Per Diems - This item reflects the estimated costs associated with participation of the P-20 Council Members (primarily travel and meeting costs). This assists in meeting project component 4, outcomes A, B and C.

State Research Collaborative Studies - This item reflects the estimated cost of work by postsecondary and research partners on the project participating in meeting component 4, outcomes A, B and C.

Teacher Certification System Enhancements - Once student to teacher connections are complete, ensuring that the state licensure system synchronizes school district staff identities with licenses will allow the return of key performance indicators to postsecondary recommending institutions to help them measure effectiveness and potential need for program modifications. This item will cover costs of vendor activities related to component 2, outcome H.

Postsecondary UIC Acceptance - This item will provide a supplementary cost recovery stream for the postsecondary partners working on transcript and UIC exchange processes supporting the SLDS efforts. There are more expanded costs for postsecondary partners in preparing systems to accept UICs, and accept or export electronic transcripts and in standardization efforts across student registration, curriculum and financial aid systems. This funding provides support in efforts to improve the data continuity in the state and supports component 3, outcome A.

ISD/LEA Teacher/Student Connection - Michigan is undergoing a severe downturn in the economy. The funding available to support basic school district operations is on the decline. In order to accomplish the important work related to connecting teachers to students and providing that data to the state, this portion of the grant pays a nominal cost to the districts for aligning systems with statewide needs. This item reflects cost of providing reimbursements to the districts in the amount of \$2/student for adding the personnel identification code and course information to the export used to populate the Michigan Student Data System (MSDS). This helps us meet project component 1, outcome D; component 2, outcome D, E, and F.

7. Construction		n/a		
Sub-total Construction:			\$	-
8. Other (MDE)				
	Rent	\$5,300	Per FTE per Yr	15,900
	Telephone	\$50	/mo	1,800
	Equipment Rental	\$50	/mo	1,800
Sub-total Other:			\$	19,500

Rent - Funding to support the rent for space occupied by the MDE SLDS Liaison has been included in the amount of \$15,900 which is the amount charged by the state for the space proportionate to the FTE value over the life of the grant.

Telephone - This item supports the local and toll call charges related to the MDE Research Collaborative Partner at an estimated rate of \$50 per month.

Equipment Rental - Equipment rental has been estimated based on common use for similar positions. This includes pro rata shares of costs for fax and copy machine use. A total of \$1800 has been budgeted for this item.

9. Total Direct Costs: \$ **16,488,950**

10. Indirect Costs (10.2% per Fed agreement for 10/01/09 thru 09/30/10): \$ **33,114**

The indirect cost rate for this grant proposal is based on the federal approved rate for the Michigan Department of Education. It is the rate used for all activities from October 2008 through September 2009. The approved rate is 2.2% and applies to all of the grant activities in accordance with indirect cost rules.

11. Training Stipends: \$ -

12. Total Costs: \$ **16,522,064**

**Michigan Department of Education Contract Narrative
(Addendum)**

6. Contractual

CEPI/MDIT

Personnel:

	Annual	FTE %	Annual Amount
CEPI Director	96,000	20%	19200
CEPI School Data Mgr (Portal)	92,000	50%	46000
CEPI Longitudinal Data Mgr	86,000	100%	86000
CEPI: P-20 Council/Collaborative	86,000	100%	86000
CEPI Query Analyst	58,000	100%	58000
CEPI Data Quality Analyst	58,000	100%	58000
CEPI UIC Data Analyst	65,000	50%	32500
CEPI Student Data Analyst	65,000	20%	13000
CEPI Project Coordinator	65,000	50%	32500
CEPI Data Specialist (EDEN/CCD)	63,000	30%	18900
CEPI Federal Report Analyst	58,000	30%	17400
DIT Client Services Director	96,000	10%	9600
DIT Senior Project Manager	110,000	100%	110000
DIT Development Manager	86,000	20%	17200
DIT Metadata and ETL Specialist	75,000	80%	60000
DIT Infrastructure Specialist	75,000	30%	22500
DIT Operational Database Admin	75,000	10%	7500
DIT Longitudinal Database Admin	65,000	100%	65000
Total Salaries			759,300

Fringes:

CEPI Director	47,000	20%	9400
CEPI School Data Mgr (Portal)	40,000	50%	20000
CEPI Longitudinal Data Mgr	40,000	100%	40000
CEPI: P-20 Council/Collaborative	40,000	100%	40000
CEPI Query Analyst	26,000	100%	26000
CEPI Data Quality Analyst	33,000	100%	33000
CEPI UIC Data Analyst	26,000	50%	13000
CEPI Student Data Analyst	24,000	20%	4800
CEPI Project Coordinator	35,000	50%	17500
CEPI Data Specialist (EDEN/CCD)	38,000	30%	11400
CEPI Federal Report Analyst	38,000	30%	11400
DIT Client Services Director	47,000	10%	4700
DIT Senior Project Manager	50,000	100%	50000
DIT Development Manager	40,000	20%	8000
DIT Metadata and ETL Specialist	25,000	80%	20000
DIT Infrastructure Specialist	33,000	30%	9900
DIT Operational Database Admin	40,000	10%	4000
DIT Longitudinal Database Admin	35,000	100%	35000
Total Fringes			358,100

Subtotals Per Year	\$ 1,117,400
Contract Length in Years	3
Sub-Total Salaries/Fringes:	\$ 3,352,200

Grant funds designated to CEPI will cover costs associate with CEPI and DIT overall oversight, delivery and implementation of the SLDS project. A synopsis of personnel activities and contributions is included in the *Project Personnel and Resources* section of the proposal. Although technology vendors will be critical to the overall project deliverables, the MDIT team will ensure that the solutions are crafted in line with state technology standards (security, web presence, firewall compliance, etc). We have spread relevant costs over the three-year project life in relation to deliverables and level-of-effort estimates.

Travel:

In-State/Local

Mileage \$0.429 /mile
500 mile/mo

\$7,722

Per Diem	\$100 /day	1,500
<i>In-State subtotal</i>		<u>\$9,222</u>

A total of \$9,222 is requested to support in-state travel for the CEPI/MDIT leads on the project. Michigan's mileage reimbursement rate is \$0.429 per mile. The travel will be related to state level coordination meetings with universities, community colleges, Intermediate School Districts, Local School Districts and Public School Academies. The number of overnights have been limited to fifteen total for the group. We have spread these costs over the three-year project life.

<u>Out-of-State</u>		
airfare and per diems	\$1,500 ea.(3 staff, annual mtg)	13,500
<i>Out-of-State subtotal</i>		<u>13,500</u>

A total of \$13,500 has been reserved for out-of-state travel for the CEPI leads on the project. This amount will cover three staff members for three annual grant meetings with the USED. We have spread these costs over the three-year project life.

Supplies:

General office	\$100 /mo	\$3,600
Office PC	4 Computers	4,200
Sub-total Supplies:		<u>\$7,800</u>

General Office - This covers the cost of supplies (pens, paper, files, etc) and computer software supplies (software, printer toner, fax toner, etc), It is estimated that \$100 per month will help defray project related costs for CEPI/MDIT. These supplies will be used to carry out daily activities related to the project. We have spread these costs over the three-year project life.

Office PC - A total of \$4200 has been budgeted to procure computers and related computing items for a total of four FTE's assigned to the project. This is not indicative of the total effort of the state, however, the computer upgrades are necessary to carry out the work of this project and defrays some of the added costs to the state. These costs were spread over the life of the grant.

Other:

Rent	\$5,300 ea (4 FTE, 3 years)	21,200
Telephone	\$40 /mo (4 FTE, 3 years)	5,760
Equipment Rental	\$100 /mo (3 years)	3,600
DIT IO/Admin/Support Allocated	10% of IT Direct, 3 years	127,020
Sub-total Other:		<u>\$157,580</u>

Rent - Funding to help support the rent for four FTE has been included in the amount of \$21,200 which is the amount charged by the state for four FTE. We have spread these costs over the three-year project life to defray the added costs to the state.

Telephone - This item supports the local and toll call charges related to four FTE at CEPI. The amount has been estimated at the rate of \$100 per month each. We have included only single year costs and spread them over the three-year project life.

Equipment Rental - Equipment rental has been estimated based on common use for similar positions. This includes pro rata shares of costs for fax and copy machine use. A total of \$3600 has been budgeted for this item. We have spread these costs over the three-year project cycle.

DIT IO/Admin/Support Allocated - These charges are a combination of multiple charges incurred by CEPI in direct proportion to the IT staffing charges attributable to its work. These are overhead costs charged by the MDIT to cover basic overhead costs like phones, supplies, materials and the executive direction of the technology department. The costs are built up based on the percentage of total FTE time attributable to an organization. In this case, we've shown the cost as a product of total IT salaries attributable to the project. The historical trend shows higher than the 10% included in this grant budget. We have spread these costs over the three-year project life.

Misc:	Equipment and Hosting:	\$400,000
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Equipment and Hosting - Costs for servers, operating system software, storage and hosting services for the project during startup.

TOTAL CEPI/DIT	\$ 3,940,302
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**Requirements Gathering -
Emphasis on Adult
Learners and Workforce**

\$ 200,000

Requirements Gathering - Emphasis on Adult Learners and Workforce - This item reflects the estimated cost of outside contractor services related to project deliverables for project component 1, outcome A; component 2, outcome A; and component 3, outcome E, G, H, L.

**MSDS Enhancements
(teacher/student
connection)**

\$ 200,000

MSDS Enhancements (teacher/student connection) - This item reflects the estimated cost of outside contractor services related to the project component 2, outcome B; and component 3, outcome D, N.

**Student Financial Aid and
Scholarship Connections**

\$ 100,000

Student Financial Aid and Scholarship Connections - This item reflects the estimated cost of outside contractors to ready the financial aid and scholarship systems to interact with the Unique identification code process and to prepare data extracts for use in the SLDS.

**Data Model and ETL
Development**

\$3,000,000

Data Model and ETL Development - This item reflects the estimated cost of outside contractor services related to project component 1, outcome I; component 2, outcomes C, D, I; and component 3, B, C, and I, K.

**Portal and Report
Development**

\$ 2,500,000

Portal and Report Development - This item reflects the estimated cost of contractor services related to project component 1, outcomes B, C, D, E, F, H; and component 2, outcome E, F; and component 3, outcome F, J and M.

**Professional Development
and Materials**

\$ 800,000

Professional Development and Materials - All training materials, user guides, help aids and other web-based materials will be provided via outside contractor through this line item. Additionally, professional trainers will be used to meet project component 2, outcome G.

P-20 Council Per Diems

\$ 64,000

P-20 Council Per Diems - This item reflects the estimated costs associated with participation of the P-20 Council Members (primarily travel and meeting costs). This assists in meeting project component 4, outcomes A, B and C.

**State Research
Collaborative Studies**

\$ 300,000

State Research Collaborative Studies - This item reflects the estimated cost of work by postsecondary and research partners on the project participating in meeting component 4, outcomes A, B and C.

**Teacher Certification
System Enhancements**

\$ 400,000

	<p><u>Teacher Certification System Enhancements</u> - Once student to teacher connections are complete, ensuring that the state licensure system synchronizes school district staff identities with licenses will allow the return of key performance indicators to postsecondary recommending institutions to help them measure effectiveness and potential need for program modifications. This item will cover costs of vendor activities related to component 2, outcome H.</p>	
Postsecondary UIC Acceptance/Storage		\$ 1,210,000
	<p><u>Postsecondary UIC Acceptance</u> - This item will provide a supplementary cost recovery stream for the postsecondary partners working on transcript and UIC exchange processes supporting the SLDS efforts. There are more expanded costs for postsecondary partners in preparing systems to accept UICs, and accept or export electronic transcripts and in standardization efforts across student registration, curriculum and financial aid systems. This funding provides support in efforts to improve the data continuity in the state and supports component 3, outcome A.</p>	
ISD/LEA Teacher/Student Connection		\$ 3,600,000
	<p><u>ISD/LEA Teacher/Student Connection</u> - Michigan is undergoing a severe downturn in the economy. The funding available to support basic school district operations is on the decline. In order to accomplish the important work related to connecting teachers to students and providing that data to the state, this portion of the grant pays a nominal cost to the districts for aligning systems with statewide needs. This item reflects cost of providing reimbursements to the districts in the amount of \$2/student for adding the personnel identification code and course information to the export used to populate the Michigan Student Data System (MSDS). This helps us meet project component 1, outcome D; component 2, outcome D, E, and F.</p>	
TOTAL CONTRACTUAL COSTS		<u>\$ 16,214,302</u>

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: Pages: **3** Uploaded File: **S:\Grants Office\Work Area\Grant Programs\Federal Grants\Statewide Longitudinal Data Systems ARRA (84.384A)\09-10\Application\Budget\SLDS2010 Budget.pdf**

Michigan Department of Education Budget Detail

1. Personnel (MDE)		Annual	% FTE Per Year	3-Year Total Amount	=	Annual Grant Spending Breakdown		
						Year 1	Year 2	Year 3
MDE: SLSD Liaison		72,000	50%	108,000		36,000	36,000	36,000
2. Fringe Benefits (MDE)								
MDE: SLSD Liaison		28,800	50%	43,200		14,400	14,400	14,400
Total Salary + Fringes				\$ 151,200		\$ 50,400	\$ 50,400	\$ 50,400
3. Travel (MDE)								
In-State/Local								
Mileage		\$0.430 /mile						
100 mile/mo				1,548		516	516	516
Per Diem		\$100 /day (2 overnights/yr)		600		200	200	200
In-State subtotal				2,148		716	716	716
Out-of-State (See Contractor Totals by Project)								
airfare and per diems				0		0	0	0
Out-of-State subtotal				-		0	0	0
Sub-Total Travel:				\$ 2,148		\$ 716	\$ 716	\$ 716
4. Equipment & Hosting								
(See Contractor Totals by Project)				0		0	0	0
Sub-total Equipment:				\$ -		\$ -	\$ -	\$ -
5. Supplies (MDE)								
General office		\$50 /mo		1,800		600	600	600
Office PC				0		0	0	0
Sub-total Supplies:				\$ 1,800		\$ 600	\$ 600	\$ 600
6. Contractual								
CEPI/MDIT-Staff				3,352,200		838,050	1,676,100	838,050
CEPI/MDIT-Other				588,102		\$196,034	\$196,034	\$196,034
Requirements Gathering - Emphasis on Adult Learners and Workforce				200,000		200,000		
MSDS Enhancements (teacher/student connection)				200,000		200,000		
Student Financial Aid and Scholarship Connections				100,000		100,000		
Data Model and ETL Development				3,000,000		1,750,000	1,250,000	
Portal and Report Development				2,500,000		1,250,000	1,000,000	250,000
Professional Development and Materials				800,000		350,000	225,000	225,000
P-20 Council Per Diems				64,000		21,333	21,333	21,334
State Research Collaborative Studies				300,000		100,000	100,000	100,000
Teacher Certification System Enhancements				400,000		400,000		
Postsecondary UIC Acceptance				1,210,000		1,210,000		
ISD/LEA Teacher/Student Connection				3,600,000		3,600,000		
Sub-total Contractual:				\$ 16,314,302		\$ 10,215,417	\$ 4,468,467	\$ 1,630,418
7. Construction			n/a					
Sub-total Construction:				\$ -		\$ -	\$ -	\$ -
8. Other (MDE)								
Rent		\$5,300 Per FTE per Yr		15,900		5,300	5,300	5,300
Telephone		\$50 /mo		1,800		600	600	600
Equipment Rental		\$50 /mo		1,800		600	600	600
Sub-total Other:				\$ 19,500		\$ 6,500	\$ 6,500	\$ 6,500
9. Total Direct Costs:				\$ 16,488,950		\$ 10,273,633	\$ 4,526,683	\$ 1,688,634
10. Indirect Costs (10.2% per Fed agreement for 10/01/09 thru 09/30/10):				\$ 33,114		\$ 21,238	\$ 5,938	\$ 5,938
11. Training Stipends:				\$ -		\$ -	\$ -	\$ -
12. Total Costs:				\$ 16,522,064		\$ 10,294,871	\$ 4,532,621	\$ 1,694,572

GRAND TOTAL	\$ 16,522,064
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Michigan Department of Education Budget Detail
(Addendum)

6. Contractual Costs Over Three Years

CEPI/MDIT		Annual	FTE %	Annual Amount
Personnel:				
	CEPI Director	96,000	20%	19200
	CEPI School Data Mgr (Portal)	92,000	50%	46000
	CEPI Longitudinal Data Mgr	86,000	100%	86000
	CEPI: P-20 Council/Collaborative	86,000	100%	86000
	CEPI Query Analyst	58,000	100%	58000
	CEPI Data Quality Analyst	58,000	100%	58000
	CEPI UIC Data Analyst	65,000	50%	32500
	CEPI Student Data Analyst	65,000	20%	13000
	CEPI Project Coordinator	65,000	50%	32500
	CEPI Data Specialist (EDEN/CCD)	63,000	30%	18900
	CEPI Federal Report Analyst	58,000	30%	17400
	DIT Client Services Director	96,000	10%	9600
	DIT Senior Project Manager	110,000	100%	110000
	DIT Development Manager	86,000	20%	17200
	DIT Metadata and ETL Specialist	75,000	80%	60000
	DIT Infrastructure Specialist	75,000	30%	22500
	DIT Operational Database Admin	75,000	10%	7500
	DIT Longitudinal Database Admin	65,000	100%	65000
	Total Salaries			759,300
Fringes:				
	CEPI Director	47,000	20%	9400
	CEPI School Data Mgr (Portal)	40,000	50%	20000
	CEPI Longitudinal Data Mgr	40,000	100%	40000
	CEPI: P-20 Council/Collaborative	40,000	100%	40000
	CEPI Query Analyst	26,000	100%	26000
	CEPI Data Quality Analyst	33,000	100%	33000
	CEPI UIC Data Analyst	26,000	50%	13000
	CEPI Student Data Analyst	24,000	20%	4800
	CEPI Project Coordinator	35,000	50%	17500
	CEPI Data Specialist (EDEN/CCD)	38,000	30%	11400
	CEPI Federal Report Analyst	38,000	30%	11400
	DIT Client Services Director	47,000	10%	4700
	DIT Senior Project Manager	50,000	100%	50000
	DIT Development Manager	40,000	20%	8000
	DIT Metadata and ETL Specialist	25,000	80%	20000
	DIT Infrastructure Specialist	33,000	30%	9900
	DIT Operational Database Admin	40,000	10%	4000
	DIT Longitudinal Database Admin	35,000	100%	35000
	Total Fringes			358,100
	Subtotals Per Year	10 FTE		\$ 1,117,400
	Contract Length in Years			3
	Sub-Total Salaries/Fringes:			\$ 3,352,200
Travel:				
	<u>In-State/Local</u>			
	Mileage	\$0.429 /mile		
		500 mile/mo		\$7,722
	Per Diem	\$100 /day		1,500
	<i>In-State subtotal</i>			\$9,222
	<u>Out-of-State</u>			
	airfare and per diems	\$1,500 ea.(3 staff, annual mtg)		13,500
	<i>Out-of-State subtotal</i>			13,500
	Sub-Total Travel:			
Supplies:				
	General office	\$100 /mo		\$3,600
	Office PC	4 Computers		4,200
	Sub-total Supplies:			\$7,800
Other:				
	Rent	\$5,300 ea (4 FTE, 3 years)		21,200
	Telephone	\$40 /mo (4 FTE, 3 years)		5,760
	Equipment Rental	\$100 /mo (3 years)		3,600
	DIT IO/Admin/Support Allocated	10% of IT Direct, 3 years		127,020
	Sub-total Other:			\$157,580
Misc:				
	Equipment and Hosting			\$ 400,000
	PROJECT TOTALS CEPI/DIT			\$ 3,940,302

Requirements Gathering - Emphasis on Adult Learners and Workforce			
			\$200,000
MSDS Enhancements (teacher/student connection)			\$200,000
Student Financial Aid and Scholarship Connections			\$100,000
Data Model and ETL Development			\$3,000,000
Portal and Report Development			\$2,500,000
Professional Development and Materials	PD delivery + Materials		\$800,000
P-20 Council Per Diems	20 attendees, quarterly, \$200/meeting, 3 years		\$64,000 **
Research Collaborative Studies	1-3 annual studies (3 years)		\$300,000 **
Teacher Certification System Enhancements	Align certification with staff data, teacher perf. reports for higher ed		\$400,000
Postsecondary UIC Acceptance	\$10K / College & University (121)		\$1,210,000 **
ISD/LEA Teacher/Student Connection	\$2/public K-12 student		\$3,600,000 **
	TOTAL CONTRACTUAL COSTS		<u>\$16,314,302</u>

** Funding to support participation by PK - Postsecondary Partners